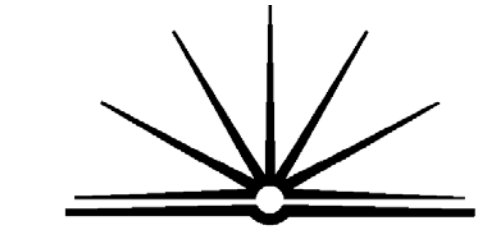

English

Stage 6
Syllabus

English (Standard)
English (Advanced)
English as a Second Language (ESL)
English (Extension)
Fundamentals of English

Original published version updated:

Nov/Dec 1999 – Board Bulletin/Official Notices Vol 8 No 9 (BOS 64/99)
Nov/Dec 1999 – Board Bulletin/Official Notices Vol 8 No 9 (BOS 67/99)
April 2000 – Board Bulletin/Official Notices Vol 9 No 2 (BOS 13/00)
April 2001 – Job Number # 2001173
May 2001 – Board Bulletin/Official Notices Vol 10 No 2 (BOS 44/01)
May 2001 – Job Number # 2001220
June 2001 – Job Number # 2001264
August 2002 – Board Bulletin/Official Notices Vol 11 No 2 (BOS 22/02)
February 2007 – Board Bulletin/Official Notices Vol 16 No 1 (BOS 10/07)
July 2007 – Board Bulletin/Official Notices Vol 16 No 3 (BOS 34/07)
October 2009 – Assessment and Reporting information updated

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Published by Board of Studies NSW
GPO Box 5300
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Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

2009643

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;

- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society;

- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;

- provide formal assessment and certification of students' achievements;

- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Rationale for English in Stage 6 Curriculum

The study of English is central to the learning and development of students in NSW and is the mandatory subject in the Stage 6 curriculum. The importance of English in the curriculum is a recognition of its role as the national language and increasingly as the language of international communication. Proficiency in English enables students to take their place as confident, articulate communicators, critical and imaginative thinkers and active participants in society.

English involves the study and use of language in its various textual forms, encompassing written, spoken and visual texts of varying complexity, including the language systems of English through which meaning is conveyed, interpreted and reflected.

The study of English enables students to recognise and use a diversity of approaches and texts to meet the growing array of literacy demands, including higher-order social, aesthetic and cultural literacy. This study is designed to promote a sound knowledge of the structure and function of the English language and to develop effective English communication skills*. The English Stage 6 courses develop in students an understanding of literary expression and nurture an appreciation of aesthetic values. Through reading, writing, listening, speaking, viewing and representing experience, ideas and values, students are encouraged to adopt a critical approach to all texts and to distinguish the qualities of texts. Students also develop English language skills to support their study at Stage 6 and beyond.

In Stage 6, students come to understand the complexity of meaning, to compose and respond to texts according to their form, content, purpose and audience, and to appreciate the personal, social, historical, cultural and workplace contexts that produce and value them. Students reflect on their reading and learning and understand that these processes are shaped by the contexts in which they respond to and compose texts.

The study of English enables students to make sense of, and to enrich, their lives in personal, social and professional situations and to deal effectively with change. Students develop a strong sense of themselves as autonomous, reflective and creative learners. The English Stage 6 syllabus is designed to develop in students the faculty to perceive and understand their world from a variety of perspectives, and it enables them to appreciate the richness of Australia's cultural diversity.

The syllabus is designed to develop enjoyment of English and an appreciation of its value and role in learning.

* Some students with special education needs communicate through a variety of verbal or nonverbal communication systems or techniques. It is important to take account of the individual communication strategies used by students within the context of the *English Stage 6 Syllabus*.

3 Aim

The aim of English Stage 6 is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

4 The Study of English

Meaning is central to the study of English. The study of English makes explicit the language forms and processes of meaning. English Stage 6 develops this by encouraging students to explore, critically evaluate and appreciate a wide variety of the texts of Australian and other societies, in various forms and media, including multimedia.

The study of English involves exploring, responding to and composing texts

- in and for a range of personal, social, historical, cultural and workplace contexts
- using a variety of language modes, forms, features and structures.

Meaning is achieved through responding and composing, which are typically interdependent and ongoing processes.

5 Key Terms in the Study of English

This syllabus uses some terms in specific ways to describe complex processes and concepts. A detailed glossary appears in Section 16 for reference purposes. Key terms used to describe the study of English in the syllabus are outlined below.

Responding is the activity that occurs when students read, listen to, or view texts. It encompasses the personal and intellectual connections a student makes with texts. It also recognises that students and the texts to which they respond reflect social contexts. Responding typically involves:

- reading, listening and viewing that depend on, but go beyond, the decoding of texts
- identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.

Composing is the activity that occurs when students produce written, spoken, or visual texts. Composing typically involves:

- the shaping and arrangement of textual elements to explore and express ideas, emotions and values
- the processes of imagining, drafting, appraising, reflecting and refining
- knowledge understanding and use of the language forms, features and structures of texts.

Texts in English Stage 6 are communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia. Texts include written, spoken, nonverbal or visual communication of meaning. They may be extended unified works or presented as a series of related pieces.

Context is used in its broadest sense. It refers to the range of personal, social, historical, cultural and workplace conditions in which a text is responded to and composed.

Language modes refers to the modes of listening, speaking, reading, writing, viewing and representing*. These modes are often integrated and interdependent activities used in responding to and composing texts in order to shape meaning.

It is important to realise that:

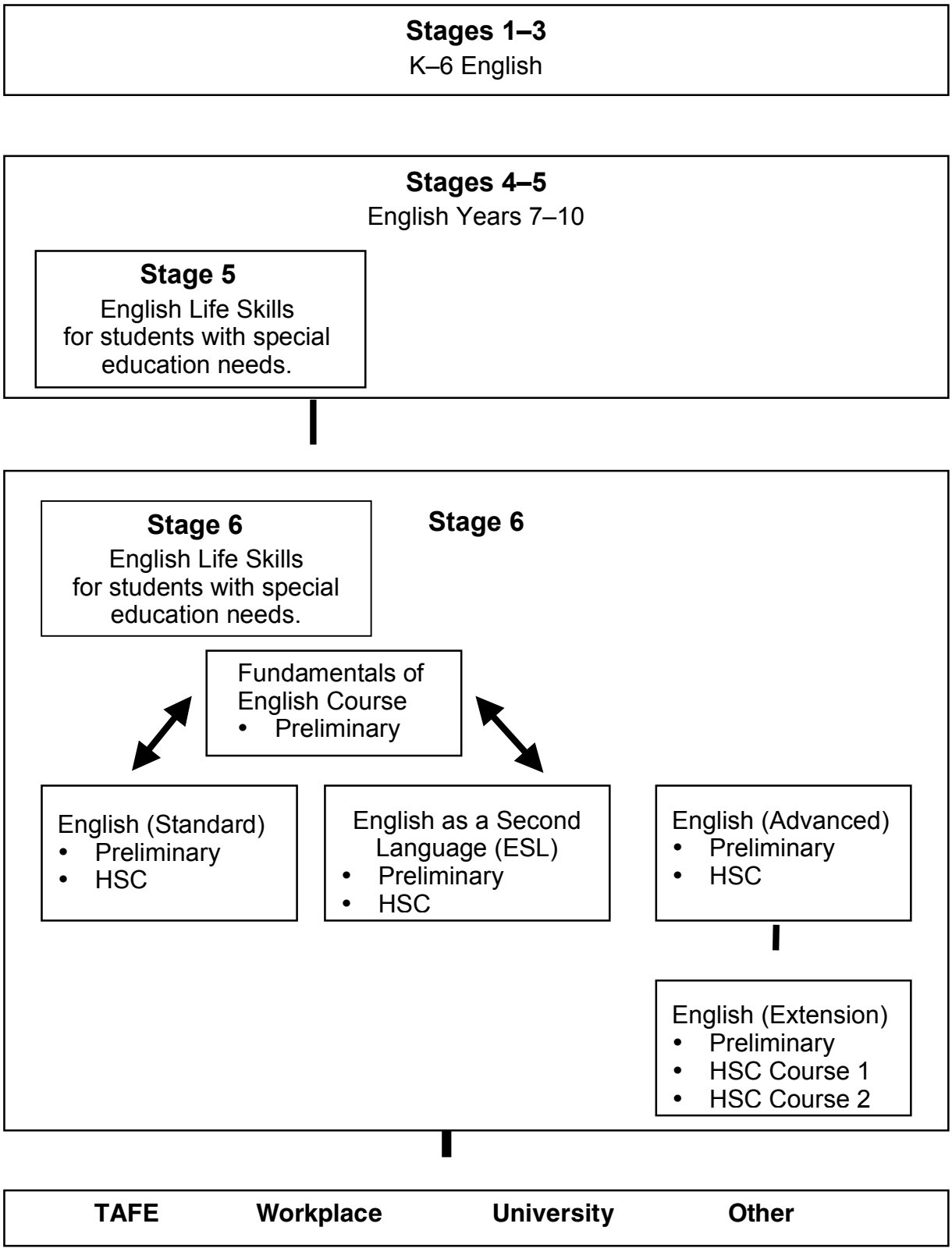
- any combination of the modes may be involved in responding to or composing print, sound, visual or multimedia texts; and
- the refinement of the skills in any one of the modes develops skills in the others. Students need to build on their skills in all language modes.

**Representing* is the language mode that involves composing images by means of visual or other texts. These images and their meaning are composed using codes and conventions. The term can include activities such as graphically presenting the structure of a novel, making a film, composing a web page, or enacting a dramatic text.

Language forms and features is the term used to refer to the symbolic patterns and conventions that shape meaning in texts. These vary according to the particular mode or medium of production and can include written, spoken, nonverbal or visual communication of meaning.

Structures of texts is the term used to refer to the relationship of different parts of a text to each other, and to the text as a complex whole.

6 Continuum of Learning for English Stage 6 Students



K–12 Continuum

English Stage 6 is an important phase in the development of students' knowledge and understanding, skills, and values and attitudes of and about the English language. This development may begin before formal schooling and continue well beyond the HSC years. English is the mandatory area of study throughout K–12 education in New South Wales.

Stages 1–3

In Stages 1–3, students engage in English learning experiences to develop their abilities to talk, listen, read, view and write with purpose, effect and confidence. These experiences are initiated in and developed through the study of texts. The term 'text' encompasses any communication – written or spoken or viewed. Students are introduced to a range of texts so that they start to make connections between their own knowledge and experience, and the world represented in the text. They begin to apply different strategies for different texts and different purposes and to develop the skills to discuss and analyse texts, critically and with appreciation. They use technology to locate, access, and view texts, and to design, create and analyse them.

Students observe how language involves choices and consider how these choices can shape meaning according to context. They are introduced to a range of children's literature, including that of Australian origin, and they begin to engage with the language structures and grammar of Standard Australian English. They respond to and compose a range of texts and are provided with opportunities to experience those features in texts that reflect the thinking of the cultures in which the texts are composed and read. They begin to develop an awareness of the ways in which language can entertain, inform and influence others.

Students develop enjoyment, confidence and independence in learning and in using spoken and written language. Their engagement with English includes enjoying, responding to and composing a range of spoken and written texts; experimenting with different aspects of spoken and written language; developing confidence in using language in a variety of contexts; developing independence in using and learning language; choosing to reflect on and share experiences of texts; using language to support and encourage others; and understanding how language is used to include and exclude others.

Stages 4–5

As they move into secondary years, students enter into a more specialised study of English. They are increasing their control over their abilities to read, write, listen, speak, view and represent experience. In their growth towards adulthood, students engage with a wider and more challenging range of texts to reflect their maturing view of the world. Their increasing ability to consider with detachment enables the development of a formal language repertoire for an increasing range of purposes, audiences and situations. They are able to engage in close textual analysis and reflect on the purposes and effects of conventions in texts.

Students begin to extend their interpretations of texts, develop more complex reasoning and justify arguments with substantial evidence from text and context. They evaluate simple texts critically, dealing with them in more complex ways. They continue to develop their understanding of, and competence in, a range of technologies in order to respond to and compose texts. They analyse the relationships between the text and the medium of production.

In Stages 4–5, students further explore language choices. They develop knowledge and understanding of the range of possible generic forms of texts, and ways in which they can be varied and combined for effect. They recognise and understand the components of register and its effects on meaning. They experience, respond to, compose and enjoy a range of literary texts aimed at an adolescent and young adult audience, and consider complex textual features including such notions as irony, metaphor and experimentation with textual conventions. Students compare and contrast texts. They consider the effects of personal, vocational, social, historical, and cultural and workplace contexts on the ways that people respond to and compose texts. This leads them to understand the ways that texts reproduce experience and modify language practices, values, ideas and ways of thinking. Their composition reflects this understanding.

In Stages 4–5, students enjoy and appreciate their own and others' use of written, oral and visual language. They value reading as a personal and social skill and value and enjoy literature as an individual, social and aesthetic experience. They develop skills in responding to and composing a wide range of mass media products in a sensitive and critical way; and they begin to consider the ethical and sociopolitical implications of texts.

Stage 6

By Stage 6, students are developing or have developed an understanding of themselves, and the ways that they relate to learning and the value of learning in their lives. They bring to their learning a range of perspectives and experiences. Students' choices of study are broadened to recognise their growing independence as learners and the diversity of their needs, interests, abilities, goals, pathways and intentions. Study in English at Stage 6 is characterised by students' increased awareness of the ways in which they organise and participate in learning, and by greater self-direction.

At Stage 6, students are more specific and articulate in their study of how meanings are shaped in and through texts. Students extend their skills in reading, writing, listening, speaking, viewing and representing, by refining their imaginative and interpretive skills and by applying their analytical abilities to increasingly complex texts. They develop their awareness of personal, social, historical, cultural and workplace contexts, their notions of value and their understanding of self and others. They engage in responding to and composing texts, and consider the diverse processes involved in this through their wide reading, and through close analysis of texts. They develop knowledge and understanding of the ways that the linguistic, structural, contextual and thematic interrelationships among texts shape meaning. They develop and apply a knowledge and understanding of the role and function of literary conventions and devices. Students analyse the relationships between texts and technologies of production and evaluate the ways in which the medium itself influences the shape and nature of meaning. Their skills in composition are further developed.

In Stage 6, as students explore more complex texts, as well as simple texts in more complex ways, they refine their knowledge of language forms and features, and of the structures of texts. They apply this knowledge to develop communication skills in specific post-secondary contexts for personal, academic, workplace and social purposes.

Students value and appreciate their own and others' use of language. They enjoy the diversity of language and literature and appreciate the role of English in their lives and in learning.

7 The English Stage 6 Candidature

English (Standard) is designed for students to increase their expertise in English in order to enhance their personal, social and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

English (Advanced) is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

English as a Second Language (ESL) is designed for students from diverse non-English-speaking, Aboriginal or Torres Strait Island backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of English, so as to enhance their personal, social and vocational lives.

English (Extension) is designed for students undertaking English (Advanced) who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

Fundamentals of English is designed for those students who need to develop skills in using the English language effectively. The course equips students to participate in more satisfying learning. It assists them to meet the requirements of the English (Standard) courses or the English as a Second Language (ESL) courses and to achieve English language outcomes to support their study at Stage 6.

8 Overview of English Stage 6

8.1 English Stage 6 Courses

To fulfil the requirements for the Higher School Certificate, students in New South Wales will complete **one** Preliminary course and **one** HSC course from:

- **English (Standard)**
- **English (Advanced)**
- **English as a Second Language (ESL)** (entry to this course will be subject to the requirements outlined in section 11.2 of this syllabus).

Students undertaking English (Advanced) may choose, in addition, to study:

- **English (Extension)**
  - The **Preliminary English (Extension) course**, which consists of 60 indicative hours of study. It is a prerequisite for HSC English (Extension) course 1.
  - The **HSC English Extension Course 1**, which consists of 60 indicative hours of study.
  - The **HSC English Extension Course 2**, which consists of a Major Work undertaken over 60 indicative hours of study. This course may only be undertaken in addition to the HSC Extension Course 1.

Students undertaking English (Standard) or English (ESL) **may** choose, in addition, to study:

- **The Fundamentals of English course**, which will assist them to achieve English language outcomes to support their study at Stage 6.

Students may change their English course during the Preliminary and HSC years at the discretion of the principal, within the guidelines provided in the Board of Studies Assessment, Certification and Examinations (ACE) Manual.

8.2 English (Standard) Overview

Preliminary English (Standard) course (120 indicative hours)

In the Preliminary English (Standard) course, students explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts.

Content common to the Standard and Advanced courses – AREA OF STUDY Provides students with the opportunity to explore, analyse and experiment with: • meanings conveyed, shaped, interpreted and reflected in and through texts • ways texts are responded to and composed • connections between and among texts.	45 indicative hours
ELECTIVES Each of the electives provides students with: • a range of texts to enable them to draw upon and comment on similarity and difference • opportunities through their response to and composition of texts to identify, practise and develop an understanding of the ways: – texts achieve a range of purposes – texts are modified to suit different audiences and situations – technologies influence the structures and language of texts – language forms and structures are used for meaning • opportunities for imaginative and affective expression in their response to and composition of texts.	75 indicative hours
Area(s) of Study and texts ARE NOT prescribed for the Preliminary common content and the electives.	

HSC English (Standard) course (120 indicative hours)

In the HSC English (Standard) course, students **reflect** on and **demonstrate** the effectiveness of texts for different audiences and purposes. The course requires the study of at least FOUR types of text, one drawn from each of the following categories: prose fiction; poetry; drama; nonfiction or film or media or multimedia.

<table>
<tr><td colspan="3">Content common to the Standard and Advanced courses — AREA OF STUDY
Provides students with the opportunity to explore, analyse and experiment with:
• meanings conveyed, shaped, interpreted and reflected in and through texts
• ways texts are responded to and composed
• ways perspectives may affect meaning and interpretation
• connections between and among texts
• how texts are influenced by other texts and contexts.</td><td>45 indicative hours</td></tr>
<tr><td colspan="4">MODULES
Students choose 1 elective from each of the 3 modules.</td></tr>
<tr><td>Module A: Experience Through Language</td><td>Module B: Close Study of Text</td><td>Module C: Texts and Society</td><td rowspan="2">75 indicative hours</td></tr>
<tr><td>Language of texts – perceptions and relationships with others and the world.</td><td>A single text study – the interaction of ideas, forms and language.</td><td>Texts particular to specific social contexts.</td></tr>
<tr><td colspan="4">Texts, the Area of Study and Module electives ARE prescribed for the HSC.</td></tr>
</table>

8.3 English (Advanced) Overview

Preliminary English (Advanced) course (120 indicative hours)

In the Preliminary English (Advanced) course, students **explore** the ways events, experiences, ideas, values and processes are represented in and through texts and **analyse** the ways texts reflect different attitudes and values.

Content common to the Standard and Advanced courses – AREA OF STUDY Provides students with the opportunity to explore, analyse and experiment with: • meaning conveyed, shaped, interpreted and reflected in and through texts • ways texts are responded to and composed • connections between and among texts.	45 indicative hours
ELECTIVES Each of the electives provides students with: • a range of texts to enable them to develop and demonstrate an understanding of ways representation occurs in texts • opportunities through their response to and composition of texts to explore, analyse and evaluate: – effects of textual forms in their personal, social, historical, cultural and workplace contexts – ways texts are modified to suit different audiences and contexts – ways technologies influence the structure and language of texts – ways language forms and structures are used for meaning • opportunities for imaginative and affective expression in their response to and composition of texts.	75 indicative hours
Area(s) of Study and texts ARE NOT prescribed for the Preliminary common content and the electives.	

HSC English (Advanced) course (120 indicative hours)

In the HSC English (Advanced) course, students **analyse** and **evaluate** texts, and the ways they are valued in their contexts. The course requires the study of at least FIVE types of texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry; drama or film; nonfiction or media or multimedia.

<table>
<tr><td colspan="3">Content common to the Standard and Advanced courses – AREA OF STUDY
Provides students with the opportunity to explore, analyse and experiment with:
• meaning conveyed, shaped, interpreted and reflected in and through texts
• ways texts are responded to and composed
• ways perspectives may affect meaning and interpretation
• connections between and among texts
• how texts are influenced by other texts and contexts.</td><td>45 indicative hours</td></tr>
<tr><td colspan="4">MODULES
Students choose 1 elective from each of the 3 modules.</td></tr>
<tr><td>Module A: Comparative Study of Texts and Context</td><td>Module B: Critical Study of Texts</td><td>Module C: Representation and Text</td><td rowspan="2">75 indicative hours</td></tr>
<tr><td>The comparative study of texts in relation to historical or cultural contexts.</td><td>A single text study – the evaluation of ideas and expression.</td><td>The study of how textual forms, choice of language and perspectives represent information, processes and ideas.</td></tr>
<tr><td colspan="4">Texts, the Area of Study and Module electives ARE prescribed for the HSC.</td></tr>
</table>

8.4 English as a Second Language (ESL) Overview

Preliminary English (ESL) course (120 indicative hours)

In the Preliminary English (ESL) course, students develop skills, knowledge and understanding of the ways ideas and processes are represented in texts.

Language Study Within Area(s) of Study The Preliminary course consists of Language Study within an Area of Study that provides students with opportunities to: • address broad aspects of language through the Area of Study • explore, analyse and experiment with: – meaning conveyed, shaped, interpreted and reflected in and through texts – ways texts are responded to and composed – connections between and among texts.	80 indicative hours
ELECTIVES Electives are developed by teachers and require students to use their developing English language skills to explore the ways particular texts, forms, media, contexts or aspects of language shape meaning. Teachers will choose content of the electives to enhance their students' understanding of Australian and other cultures.	40 indicative hours
Area(s) of Study and texts ARE NOT prescribed for the Preliminary course.	

HSC English (ESL) course (120 indicative hours)

In the HSC English (ESL) course, students reinforce and extend their language skills and develop and apply skills in synthesis. The course requires study of at least THREE different types of text drawn from the categories of: prose fiction; drama; poetry; nonfiction; film or media or multimedia.

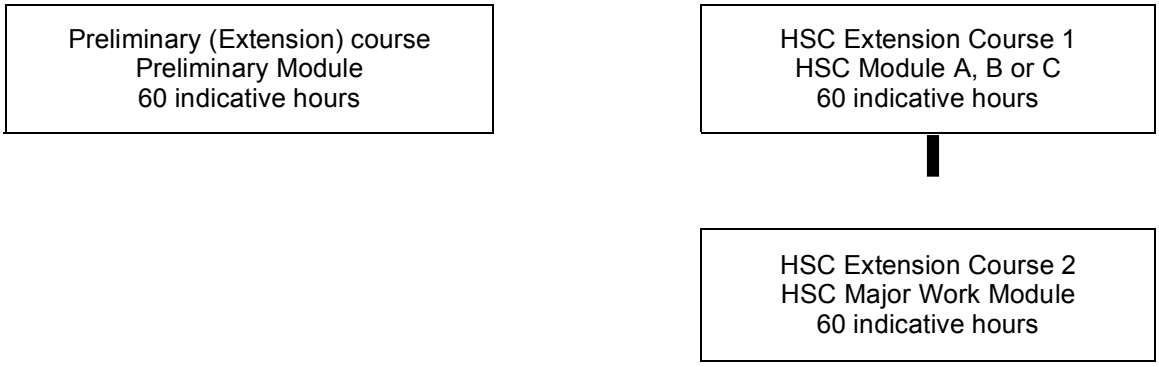
Language Study Within an Area of Study The HSC Language Study within an Area of Study provides students with the opportunity to explore, analyse and question the ways perceptions of a concept are shaped in and through a variety of texts.		60 indicative hours
MODULES Students choose 1 elective from each of the 2 modules.		
Module A: Experience Through Language	**Module B: Texts and Society**	60 indicative hours
Language of texts — perceptions and relationships with others and the world.	Texts particular to specific areas of society.	
Texts, the Area of Study and Module electives ARE prescribed for the HSC.		

8.5 English (Extension) Overview

In the English (Extension) courses, students explore ideas of value and consider how they arise and why some texts may be perceived as culturally significant.

Students are required to undertake the Preliminary English (Extension) course as a prerequisite to HSC Extension Course 1, which consists of the study of ONE Elective from ONE of the Modules A, B or C.

Students may, in addition, choose to undertake HSC Extension Course 2, which consists of the Major Work Module.



The English (Extension) courses may only be taken by students undertaking English (Advanced).

Preliminary Module	**Description**
Texts, Culture and Value	Highly valued cultural texts appropriated into and maintained in popular cultures.
Texts ARE NOT prescribed for the Preliminary (Extension) course.	

HSC Modules	Description
Module A: Genre	The ways that conventions and values are associated with genre forms.
Module B: Texts and Ways of Thinking	The ways that scientific, philosophical or economic paradigms have shaped literary and other texts of particular historical periods.
Module C: Language and Values	The ways in which language shapes and reflects values.
Texts and Module electives ARE prescribed for HSC Extension Course 1.	

HSC Major Work	**Description**
Major Work Module	A sustained composition, independently planned and completed.
Texts ARE NOT prescribed for HSC Extension Course 2.	

8.6 Fundamentals of English Overview

Fundamentals of English course (120 indicative hours)

The Fundamentals of English course addresses the literacy needs of students undertaking the course and assists students to use the English language effectively in their study and for vocational and other purposes.

Fundamentals of English:

- is a skills-based course with opportunities for students and teachers to work with modules, texts and activities appropriate to student needs and interests
- is non-examinable for the HSC
- requires students to undertake a minimum of three and a maximum of five modules. A minimum of twenty-four indicative hours may be spent on any one module
- requires students to undertake the compulsory **Module A – Approaches to Area of Study in English**
- involves the study and use of the forms, features, structures and functions of language and the use of language in context.

	Module Title
A	Approaches to Areas of Study in English – **compulsory**
B	Oral communication skills
C	Writing for study
D	Investigative skills
E	Workplace communication

8.7 Key Competencies

English Stage 6 provides a powerful context within which students develop general competencies that are essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in English Stage 6 to enhance student learning.

- **collecting, analysing and organising information**
- **communicating ideas and information**
- **planning and organising activities**
- **working with others in teams**
- **solving problems**
- **using technology.**

These key competencies are developed by the core processes of composing and responding that are essential to each course. They are reflected through the objectives, outcomes and content of each of the Stage 6 English courses.

9 English (Standard)

9.1 Structure

The Preliminary English (Standard) course consists of 120 indicative hours of study.
The HSC English (Standard) course consists of 120 indicative hours of study.

Study in the Preliminary course requires completion of:		**Study in the HSC course requires completion of:**	
Preliminary common content	45 indicative hours	HSC common content	45 indicative hours
Electives	75 indicative hours	One elective chosen from EACH of the three English (Standard) course modules	75 indicative hours

9.2 Rationale

The Preliminary and HSC English (Standard) courses are designed for students to become proficient in English to enhance their personal, social and vocational lives. These courses provide students with the opportunity to become confident and effective communicators and to enjoy the breadth and variety of English texts. They offer a rich language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

Students explore language forms, features and structures of texts in a range of personal, social, historical, cultural and workplace contexts. They respond to and compose texts to extend experience, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provides students with the opportunity to appreciate the imaginative and the affective and to recognise the ways texts convey, interpret and reflect ways of thinking about the self and the world.

These courses provide diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They also encourage development of skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The courses encourage students to reconsider and refine meaning and reflect on their own processes of responding, composing and learning.

9.3 English (Standard) Objectives

Objectives are general statements, organising the more specific learning goals contained in the English (Standard) outcomes.

Students will develop knowledge and understanding of:

- the contexts, purposes and audiences of texts
- the forms and features of language, and the structures of texts.

Students will develop skills in:

- responding to and composing a range of texts
- effective communication
- individual and collaborative learning
- investigation, imaginative and critical thinking, and synthesis of ideas
- reflection as a way to review, reconsider and refine meaning and learning.

Students will come to value and appreciate:

- the role of language in developing positive interaction and cooperation
- their developing skills as users of English
- the pleasure and diversity of language and literature
- the role of language and literature in their lives
- the study and use of English as a key to learning
- reflection on their own processes of learning
- English as a language of communication and culture
- appropriateness, subtlety and aesthetics in language use.

9.4 English (Standard) Outcomes

These outcomes are derived from the English (Standard) objectives and the content of the Preliminary and HSC courses. They specify the intended result of student learning.

Preliminary	HSC
1. A student demonstrates understanding of the relationships between composer, responder, text and context.	1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2. A student identifies and describes relationships among texts.	2. A student demonstrates understanding of the relationships among texts.
3. A student develops language relevant to the study of English.	3. A student develops language relevant to the study of English.
4. A student identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses.	4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
5. A student describes the ways different technologies and media of production affect the language and structure of particular texts.	5. A student analyses the effect of technology and medium on meaning.
6. A student engages with a wide range of texts to develop a considered and informed personal response.	6. A student engages with the details of text in order to respond critically and personally.
7. A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values.	7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.	8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.	10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
11. A student draws upon the imagination to transform experience into text.	11. A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language.
12. A student reflects on own processes of responding and composing.	12. A student reflects on own processes of responding and composing.
13. A student reflects on own processes of learning.	13. A student reflects on own processes of learning.

9.5 Preliminary English (Standard) Course Requirements

In the Preliminary English (Standard) course, students explore and experiment with the ways events, experiences, ideas, and processes are represented in and through texts.

Course Requirements

The Preliminary English (Standard) course is designed by teachers. In designing the course they need to address the objectives of Stage 6 English (Standard) and the need to assist their students to achieve the course outcomes.

In the Preliminary English (Standard) course, students are required to:

- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text.

The course has two sections and the requirements listed above apply to both sections.

Section 1	**Section 2**
Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study.	**Electives** Students explore and examine texts and analyse aspects of meaning.
Students explore texts and develop skills in synthesis.	
The common content comprises 40% of the course content.	The electives comprise 60% of the course content.
Students undertake **at least one** Area of Study.	**Preliminary electives are not to duplicate the prescribed HSC modules, electives or texts.**

Students also have opportunities to:

- enhance their understanding of Australian and other cultures
- study units of work that will meet industry competency standards relating to communication. (See section 14 of this syllabus.)

9.6 Preliminary English (Standard) Course Content

Area of Study

An Area of Study is the exploration of a concept that affects our perceptions of ourselves and our world.

Students explore, analyse, question and articulate the ways in which perceptions of this concept are shaped in and through a variety of texts.

Areas of Study are developed by teachers and require students to explore a concept through:

- close study of one text
- responding to and composing a wide range of related texts
- making connections among texts and the Area of Study
- synthesising aspects of a variety of texts
- presenting coherently integrated interpretations of the concept.

The number and content of Areas of Study are not prescribed in the Preliminary English (Standard) course. Teachers design Areas of Study that will, in length, content and focus, provide an appropriate language learning environment for students.

Electives

The electives require students to explore the ways particular texts, forms, media, contexts or aspects of language shape meaning.

The electives are developed by teachers to allow for:

- their students' needs, interests and abilities
- choice of approach
- choice of texts for study
- student–teacher negotiation of content.

9.7 Preliminary English (Standard) Course Objectives, Outcomes and Content

The table below sets out the content of the Preliminary English (Standard) Course and illustrates the relationship between the objectives, the outcomes and the content. Students will work to achieve the outcomes by responding to and composing increasingly complex texts in a variety of modes and media.

English (Standard) Objectives	Preliminary English (Standard) Outcomes	Preliminary English (Standard) Content
Students will develop knowledge and understanding of the contexts, purposes and audiences of texts.	1. A student demonstrates an understanding of the relationships between composer, responder, text and context.	1. Students learn about the relationships between composer, responder, text and context by: 1.1 identifying and describing the contexts of responding to and composing particular texts 1.2 identifying and describing the effects of those elements of a text which reflect context 1.3 composing texts for a variety of contexts, purposes and audiences 1.4 recognising the effects of their own language experiences and culture on their response to and composition of texts 1.5 changing the contexts of responding to or composing texts in order to achieve particular meanings.
	2. A student identifies and describes relationships among texts.	2. Students learn to identify and describe the relationships among texts by: 2.1 identifying similarities in and differences between texts 2.2 identifying and describing the connections between texts 2.3 identifying and describing the ways in which particular texts are influenced by other texts and contexts.
Students will develop knowledge and understanding of the forms and features of language, and the structures of texts.	3. A student develops language relevant to the study of English.	3. Students learn the language relevant to their study of English including: 3.1 its terminology 3.2 language for making connections, questioning, affirming, challenging, speculating about and generalising about texts 3.3 language of personal, social, historical, cultural and workplace contexts 3.4 language of critical expression 3.5 conventions of language.
	4. A student identifies and describes language forms and the features, and structures of particular texts which shape meaning and influence responses.	4. Students learn about the ways that language forms and features, and structures of particular texts, shape meaning and influence responses by: 4.1 identifying and describing a variety of language forms and features, and structures of particular texts 4.2 identifying the effects of the language forms and features, and structures of particular texts 4.3 using various language forms and features and structures of texts.

English (Standard) Objectives	Preliminary English (Standard) Outcomes	Preliminary English (Standard) Content
	5. A student describes the ways different technologies and media of production affect the language and structure of particular texts.	5. Students learn about the ways different technologies and media of production affect the language and structure of particular texts by: 5.1 responding to texts produced in a range of media 5.2 identifying and describing the effects of technological forms and conventions on meaning in personal, social, historical, cultural and workplace contexts 5.3 composing a variety of texts using a range of technologies 5.4 reflecting on the effects of a change in technology on their own compositions.
Students will develop skills in responding to and composing a range of texts.	6. A student engages with a wide range of texts to develop a considered and informed personal response.	6. Students learn about the ways they can respond to texts by: 6.1 engaging with a wide range of texts in personal, social, historical, cultural and workplace contexts 6.2 relating responses to aspects of human experience 6.3 composing personal responses to texts and considering the responses of others 6.4 discussing and reflecting on the wider issues arising from their engagement with texts.
	7. A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values.	7. Students learn to communicate information, ideas and values for a variety of purposes, audiences and contexts by: 7.1 identifying and describing the effects of language forms and features and structures of particular texts 7.2 composing and adapting texts to address different purposes and audiences within workplace and other contexts.
Students will develop skills in effective communication.	8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.	8. Students learn to compose imaginative, personal and critical texts through: 8.1 engaging with complex texts 8.2 expressing complex ideas for a range of audiences and purposes in personal, social, historical, cultural and workplace contexts 8.3 using and manipulating some genre forms for different audiences and purposes 8.4 controlling a range of language features to meet requirements of various composing tasks 8.5 shaping compositions appropriately to purpose, audience and context.
Students will develop skills in individual and collaborative learning.	9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	9. Students learn to assess the effectiveness of processes and technologies by: 9.1 using, individually and in groups, different available technologies to investigate, clarify, organise and present ideas 9.2 using individual and collaborative processes to generate, clarify, organise, refine and present ideas 9.3 assessing which of a range of technologies and processes is most appropriate for particular purposes of investigating, clarifying, organising and presenting ideas in personal, social, historical, cultural and workplace contexts.

English (Standard) Objectives	Preliminary English (Standard) Outcomes	Preliminary English (Standard) Content
Students will develop skills in investigation, imaginative and critical thinking, and synthesis of ideas.	10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.	10. Students learn to analyse and synthesise information and ideas by: 10.1 collecting, selecting, interpreting and drawing conclusions about information and ideas in a range of texts from personal, social, historical, cultural and workplace contexts 10.2 making connections between information and ideas and synthesising these in a range of texts 10.3 developing and presenting information and ideas in a range of texts and in analytic, expressive and imaginative ways.
Students will develop skills in reflection as a way to review, reconsider and refine meaning.	11. A student draws upon the imagination to transform experience into text.	11. Students learn to draw upon the imagination in responding to and composing texts by: 11.1 making connections between life experience and imagined experience 11.2 experimenting with ways of transforming experience into imaginative texts in different contexts for specified audiences 11.3 recreating texts into new texts by changing perspective and contexts for specified audiences.
	12. A student reflects on own processes of responding and composing.	12. Students learn to reflect on their own processes of response and composition by: 12.1 editing their work to correct for errors and ensure consistent and appropriate style 12.2 assessing and engaging with the strengths and weaknesses of their own compositional style 12.3 amending their compositions as a result of the process of reflection 12.4 considering and assessing compositional style in a variety of texts 12.5 considering and assessing different ways of responding to texts.
	13. A student reflects on own processes of learning.	13. Students learn to reflect on their own processes of learning by: 13.1 identifying various ways they approach texts 13.2 articulating and monitoring their own understanding 13.3 comparing their own learning processes with those of others 13.4 writing.

9.8 HSC English (Standard) Course Requirements

In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Course Requirements

Text Requirements

- the close study of at least FOUR TYPES OF PRESCRIBED TEXT, one drawn from EACH of the following categories:
  - prose fiction
  - drama
  - poetry
  - nonfiction or film or media or multimedia texts
- a wide range of additional related texts and textual forms

The course has two sections and the requirements listed above apply to both sections.

Section 1	**Section 2**
Content common to the Standard and Advanced courses where students analyse and explore texts and apply skills in synthesis.	Modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.
The HSC common content consists of one Area of Study common to the HSC Standard and Advanced courses.	Students are required to choose one elective from each of Modules A, B and C.
Study in the HSC course requires close study of particular texts, supported by students' own wide reading.	

9.9 HSC English (Standard) Course Content

Common Content – Area of Study

An Area of Study is the exploration of a concept that affects our perceptions of ourselves and our world. Students explore, analyse, question and articulate the ways in which perceptions of this concept are shaped in and through a variety of texts.

In the Area of Study, students explore and examine relationships between language and text, and interrelationships among texts. They examine closely the individual qualities of texts while considering the texts' relationships to the wider context of the Area of Study. They synthesise ideas to clarify meaning and develop new meanings. They take into account whether aspects such as context, purpose and register, text structure, stylistic features, grammatical features and vocabulary are appropriate to the particular text.

The Area of Study integrates the range and variety of practices students undertake in their study and use of English. It provides students with opportunities to explore, assess, analyse and experiment with:

- meaning conveyed, shaped, interpreted and reflected in and through texts
- ways texts are responded to and composed
- ways perspective may affect meaning and interpretation
- connections between and among texts
- how texts are influenced by other texts and contexts.

Students' responses to texts are supported by their own composition of, and experimentation with, imaginative and other texts. They explore ways of representing events, experiences, ideas, values and processes, and consider the ways in which changes of form and language affect meaning.

The Area of Study and the prescribed texts will be subject to periodic evaluation and review.

Prescribed texts are:

- A range of prescribed texts for the Area of Study from which at least one must be selected. This text list will be published in an English Stage 6 support document.

In addition, students will explore texts of their own choosing relevant to the Area of Study. Students draw their chosen texts from a variety of sources, in a range of genres and media.

Modules and Electives

In the HSC course, students must choose one of the prescribed electives from **EACH** of the HSC Modules A, B and C.

The electives and text list will be prescribed in an English Stage 6 support document.

Electives and texts will be subject to periodic evaluation and review.

Each module shows how content and/or texts function within it. Modules are:

Module A – Experience Through Language
Module B – Close Study of Text
Module C – Texts and Society

Electives

Each elective requires:

- the integration of the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- responding to and composing texts
- the integrated study of language and text
- examination of a variety of textual forms.

Module A: Experience Through Language

This module requires students to explore the uses of a particular aspect of language. It develops students' awareness of language and helps them to understand how our perceptions of and relationships with others and the world are shaped in written, spoken and visual language.

Each elective in this module requires study of a prescribed text through a key aspect of language. This provides the basis for the study and use of this aspect of language in other texts, including texts drawn from students' own experience.

Students examine particular language structures and features used in the prescribed text and in a range of situations that they encounter in their daily lives. They explore, examine and analyse how the conventions of textual forms, language modes and media shape meaning. Composition focuses on experimentation with variations of purpose, audience and form to achieve different effects. These compositions may be realised in a variety of forms and media.

Module B: Close Study of Text

This module requires students to engage in detailed analysis of a text. It develops students' understanding of how the ideas, forms and language of a text interact within the text and may affect those responding to it.

Each elective in this module involves close study of a single text from a list of prescribed texts.

Students engage with the text to respond imaginatively, affectively and critically. They explore and analyse particular characteristics of the text, considering how these shape meaning. They also consider the ways in which these characteristics establish the text's distinctive qualities. Composition focuses on meaning shaped in and through the text. These compositions may be realised in a variety of forms and media.

Module C: Texts and Society

This module requires students to explore and analyse texts used in a specific situation. It assists students' understanding of the ways that texts communicate information, ideas, bodies of knowledge, attitudes and belief systems in ways particular to specific areas of society.

Electives in this module are designed around a specific social context and the texts that are characteristic of and valued within it. Prescribed texts will be drawn from a variety of professional and social contexts. Students are also required to supplement this study with texts of their own choosing related to the module.

Students explore the role of textual features in the shaping of meaning in specific contexts. They develop the communication skills necessary for a wide variety of personal, social, historical, cultural and workplace contexts. Composition focuses on analysing and experimenting with textual forms characteristic of the specific contexts. These compositions may be realised in a variety of forms and media.

9.10 HSC English (Standard) Course Objectives, Outcomes and Content

The table below sets out the content of the HSC English (Standard) course and illustrates the relationship between the objectives, the outcomes and the content. Students will work to achieve the outcomes by responding to and composing increasingly complex texts in a variety of modes and media.

English (Standard) Objectives	HSC English (Standard) Outcomes	HSC English (Standard) Content
Students will develop knowledge and understanding of the contexts, purposes and audiences of texts.	1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.	1. Students learn about the ways meaning results from the relationships between composer, responder, text and context by: 1.1 identifying features of context and describing their effects on meaning in and through particular texts 1.2 comparing and contrasting texts in terms of their contexts 1.3 explaining the ways changes in elements of the contexts of particular texts influence meaning 1.4 responding to and composing texts to achieve particular meanings through a range of contexts.
	2. A student demonstrates understanding of the relationships among texts.	2. Students learn about the relationships among texts by: 2.1 comparing and contrasting the forms and features of texts 2.2 describing and explaining the connections between texts 2.3 describing and explaining the ways texts are influenced by other texts and contexts.
Students will develop knowledge and understanding of the forms and features of language and structures of texts.	3. A student develops language relevant to the study of English.	3. Students learn the language relevant to their study of English including: 3.1 its terminology 3.2 language for making connections, questioning, affirming, challenging, speculating about and generalising about texts 3.3 language of personal, public and critical expression 3.4 conventions of language.
	4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.	4. Students learn about the ways language forms and features, and structures of texts shape meaning and influence responses by: 4.1 describing and explaining the effects of a variety of language forms and features, and structures of texts 4.2 identifying a range of possible responses to texts influenced by their language forms and features, and their structures 4.3 using various language forms and features, and structures of texts to influence meaning and responses.

English (Standard) Objectives	**HSC English (Standard) Outcomes**	**HSC English (Standard) Content**
	5. A student analyses the effect of technology and medium on meaning.	5. Students learn about the ways technology and medium affect meaning by: 5.1 analysing texts produced in a range of media 5.2 describing and explaining the effects of technological forms and conventions 5.3 choosing a variety of appropriate technologies to compose texts for specific audiences and purposes in personal, social, historical, cultural and workplace contexts 5.4 reflecting on the effects of a change in technology on their own process of composition.
Students will develop skills in responding to and composing a range of texts.	6. A student engages with the details of text in order to respond critically and personally.	6. Students learn about the ways they can respond to texts by: 6.1 analysing texts in personal, social, historical, cultural and workplace contexts in detail 6.2 composing sustained arguments supported by textual evidence 6.3 composing and supporting a personal response to texts 6.4 considering the responses of others.
	7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.	7. Students learn about communicating information, ideas and values for a variety of purposes, audiences and contexts by: 7.1 identifying and explaining the effects of language forms and features, and structures of texts 7.2 composing and adapting texts to address different purposes and audiences.
Students will develop skills in effective communication.	8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.	8. Students learn to compose imaginative, personal and critical texts from a range of perspectives by: 8.1 engaging with complex texts 8.2 refining the clarity of their composition to meet the demands of increasing complexity of thought and expression in personal, social, historical, cultural and workplace contexts 8.3 using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes 8.4 using stylistic devices appropriate to purpose, audience and context.

English (Standard) Objectives	**HSC English (Standard) Outcomes**	**HSC English (Standard) Content**
Students will develop skills in individual and collaborative learning. Students will develop skills in investigation, imaginative and critical thinking, and synthesis of ideas. Students will develop skills in reflection as a way to review, reconsider and refine meaning.	9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	9. Students learn to assess the effectiveness of processes and technologies by: 9.1 using, individually and in groups, different technologies to investigate, clarify, organise and present ideas 9.2 using individual and collaborative processes to generate, clarify, organise, refine and present ideas 9.3 assessing the most appropriate technologies and processes for particular purposes of investigating, clarifying, organising and presenting ideas in personal, social, historical, cultural and workplace contexts.
	10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.	10. Students learn to synthesise information and ideas into sustained and logical argument by: 10.1 discerning ideas, attitudes and values reflected in texts from personal, social, historical, cultural and workplace contexts 10.2 making connections between information and ideas, and synthesising these for various purposes and audiences 10.3 using the information and ideas gathered from a range of texts to present a point of view in analytic, expressive and imaginative ways.
	11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.	11. Students learn about the role of imagination in responding to and composing texts by: 11.1 making connections between life experience and imagined experience 11.2 experimenting with ways of transforming experience and ideas into imaginative texts in different contexts for specified audiences 11.3 recreating texts into new texts by changing perspective and context 11.4 analysing and explaining the relationships between imagination and cultural forms and ideas.
	12. A student reflects on own processes of responding and composing.	12. Students learn about reflecting on their own processes of responding and composing by: 12.1 questioning meaning in and through texts 12.2 articulating the ways they approach texts 12.3 editing their work to correct errors and ensure consistent and appropriate style 12.4 assessing and engaging with the strengths and weaknesses of their own compositional style 12.5 amending their compositions as a result of the process of reflection 12.6 assessing compositional style in a variety of texts.

English (Standard) Objectives	HSC English (Standard) Outcomes	HSC English (Standard) Content
	13. A student reflects on own processes of learning.	13. Students learn to reflect on their own processes of learning by: 13.1 articulating and monitoring their own learning and that of others 13.2 assessing the effectiveness of their various learning strategies 13.3 comparing their own learning processes with those of others 13.4 writing to reflect on their own learning and that of others.

10 English (Advanced)

10.1 Structure

The Preliminary English (Advanced) course consists of 120 indicative hours of study.
The HSC English (Advanced) course consists of 120 indicative hours of study.

Study in the Preliminary course requires completion of:		**Study in the HSC course** requires completion of:	
Preliminary common content	45 indicative hours	HSC common content	45 indicative hours
Electives	75 indicative hours	One elective chosen from **EACH** of the three English (Advanced) course modules	75 indicative hours

10.2 Rationale

The Preliminary and HSC English (Advanced) courses are designed for students to become critical and sophisticated users of English in order to enhance their personal, social and vocational lives. These courses provide students who have a particular interest and ability in the subject with challenging learning experiences and opportunities to enjoy the breadth and variety of English texts, through the integration of the modes of reading, writing, speaking, listening, viewing and representing.

Students explore language forms, features and the structures of a variety of texts in a range of personal, social, historical, cultural and workplace contexts. They refine their understanding of the relationships between language and meaning. They respond to and compose texts critically and imaginatively, in order to extend experience, gain access to and evaluate ideas and information, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Students learn to use language in complex and subtle ways to express experiences, ideas and feelings. They engage in close study of texts and extend their knowledge of personal, social, historical, cultural and workplace contexts to understand how these influence the composition of and response to texts.

These courses foster an appreciation of aesthetic values and provide students with opportunities for enhancing their understanding of literary expression. Students explore the different ways in which texts rewrite and represent conventions used in other texts, and they consider how these representations achieve meaning. They learn that different ways of reading may produce different meanings and may reflect attitudes and values.

Students are encouraged to value a range of approaches to texts so that they may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. These courses also encourage the development of skills in both collaborative and independent learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, the world of work and post-school training and education. These courses encourage students to reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.

10.3 English (Advanced) Objectives

Objectives are general statements, organising the more specific learning goals contained in the English (Advanced) outcomes.

Students will develop **knowledge and understanding** of:

- the purposes and effects of a range of textual forms in their personal, social, historical, cultural and workplace contexts
- the ways language forms and features, and the structures of texts shape meaning in a variety of textual forms.

Students will develop **skills** in:

- responding to and composing a range of complex texts
- effective communication at different levels of complexity
- independent investigation, individual and collaborative learning
- imaginative, critical and reflective thinking about meaning
- reflection as a way to evaluate their processes of composing, responding and learning.

Students will come to **value and appreciate**:

- the role of language in developing positive interaction and cooperation
- their developing skills as users of English
- the pleasure and diversity of language and literature
- the role of language and literature in their lives
- the study and use of English as a key to learning
- reflection on their own processes of responding, composing and learning
- English as a language of communication and culture
- appropriateness, subtlety and aesthetics in language use.

10.4 English (Advanced) Outcomes

These outcomes are derived from the English (Advanced) Objectives and the content of the Preliminary and HSC courses. They specify the intended result of student learning.

Preliminary	HSC
1. A student describes and explains the relationships between composer, responder, text and context in particular texts.	1. A student explains and evaluates the effects of different contexts of responders and composers on texts.
2. A student describes and explains relationships among texts.	2. A student explains relationships among texts.
	2A. **Advanced only** A student recognises different ways in which particular texts are valued.
3. A student develops language relevant to the study of English.	3. A student develops language relevant to the study of English.
4. A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.	4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
5. A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.	5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
6. A student engages with a wide range of texts to develop a considered and informed personal response.	6. A student engages with the details of text in order to respond critically and personally.
7. A student selects appropriate language forms and features, and structures to explore and express ideas and values.	7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.	8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	9. A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.	10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
11. A student draws upon the imagination to transform experience into text.	11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
12. A student reflects on own processes of responding and composing.	12. A student reflects on own processes of responding and composing.
12A. **Advanced only** A student demonstrates a capacity to understand and use different ways of responding to and composing particular texts.	12A. **Advanced only** A student explains and evaluates different ways of responding to and composing text.
13. A student reflects on own processes of learning.	13. A student reflects on own processes of learning.

10.5 Preliminary English (Advanced) Course Requirements

In the Preliminary English (Advanced) course students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

Course Requirements

The Preliminary English (Advanced) course is designed by teachers. In designing the course they need to address the objectives of Stage 6 English (Advanced) and assist their students to achieve the course outcomes.

In the Preliminary English (Advanced) course, students are required to:

- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text.

The course has two sections and the requirements listed above apply to both sections.

Section 1	Section 2
Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis.	**Electives** Students explore, examine and analyse texts. They analyse the ways that texts and contexts shape and are shaped by different attitudes and values.
The common content comprises 40% of the course content.	The electives comprise 60% of the course content.
Students undertake at least one Area of Study.	**Preliminary electives are not to duplicate the prescribed HSC modules, electives or texts.**

Students also have opportunities to:

- enhance their understanding of Australian and other cultures
- study units of work that will meet industry competency standards relating to communication. (See section 14 of this syllabus.)

10.6 Preliminary English (Advanced) Course Content

Area of Study

An Area of Study is the exploration of a concept that affects our perceptions of ourselves and our world.

Students explore, analyse, question and articulate the ways in which perceptions of this concept are shaped in and through a variety of texts.

Areas of Study are developed by teachers and require students to explore a concept through:

- close study of one text
- responding to and composing a wide range of related texts
- making connections between texts and the area of study
- synthesising aspects of a variety of texts
- presenting coherently integrated interpretations of the concept.

The number and content of Areas of Study are not prescribed in the Preliminary English (Advanced) course. Teachers design Areas of Study that will, in length, content and focus, provide an appropriate language learning environment for students.

Electives

The electives require students to explore the ways particular texts, forms, media, contexts or aspects of language shape meaning.

The electives are developed by teachers to allow for:

- their students' needs, interests and abilities
- choice of approach
- choice of texts for study
- student-teacher negotiation of content.

10.7 Preliminary English (Advanced) Course Objectives, Outcomes and Content

The table below sets out the content of the Preliminary English (Advanced) course and illustrates the relationship between the objectives, the outcomes and the Content. Students will work to achieve the outcomes by responding to and composing increasingly complex texts in a variety of modes and media.

English (Advanced) Objectives	Preliminary English (Advanced) Outcomes	Preliminary English (Advanced) Content
Students will develop knowledge and understanding of the purposes and effects of a range of textual forms in their personal, social, historical, cultural and workplace contexts.	1. A student describes and explains the relationships between composer, responder, text and context in particular texts.	1. Students learn about the relationships between composer, responder, text and context by: 1.1 identifying and describing the situational, historical and cultural contexts of responding to and composing particular texts 1.2 changing elements of audience, purpose and context in a range of texts 1.3 explaining the ways meaning is reshaped as a result of the changes in these elements.
	2. A student describes and explains relationships among texts.	2. Students learn to describe and explain the relationships among texts by: 2.1 identifying and describing similarities in and differences between texts 2.2 identifying and describing the connections between texts 2.3 identifying and describing the ways in which particular texts are influenced by other texts and contexts.
Students will develop knowledge and understanding of the ways in which language forms, features and structures shape meanings in a variety of textual forms.	3. A student develops language relevant to the study of English.	3. Students learn the language relevant to their study of English including: 3.1 its terminology 3.2 language for making connections, questioning, affirming, challenging, speculating about and generalising about texts 3.3 language of personal, social, historical, cultural and workplace contexts 3.4 language of critical expression 3.5 conventions of language.
	4. A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.	4. Students learn about the ways in which language forms and features, and the structures of particular texts shape meaning and influence responses by: 4.1 identifying and describing a variety of language forms and features, and structures of particular texts 4.2 describing the effects of the language forms and features, and the structures of particular texts 4.3 using various language forms and features, and structures of particular texts to shape meaning.

English (Advanced) Objectives	Preliminary English (Advanced) Outcomes	Preliminary English (Advanced) Content
	5. A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.	5. Students learn about the ways information, ideas and values are represented in and through various textual forms, technologies and media of production by: 5.1 describing the effects of different textual forms, technologies and media of production on the language and structure of particular texts 5.2 describing the effects of different textual forms, technologies and media of production on meaning in personal, social, historical, cultural and workplace contexts 5.3 composing a variety of texts using a range of textual forms, technologies and media of production 5.4 reflecting on the effects of a change in textual form, technology and medium of production through their own composing.
Students will develop skills in responding to and composing a range of complex texts.	6. A student engages with a wide range of texts to develop a considered and informed personal response.	6. Students learn about the ways in which texts can be responded to by: 6.1 engaging with a wide range of texts in personal, social, historical, cultural and workplace contexts 6.2 relating responses to aspects of human experience 6.3 composing personal responses to texts and considering the responses of others 6.4 discussing and reflecting on the wider issues arising from their engagement with texts.
	7. A student selects appropriate language forms and features, and structures to explore and express ideas and values.	7. Students learn to communicate information, ideas and values for a variety of purposes, audiences and contexts by: 7.1 identifying and describing the effects of language forms and features, and structures of particular texts 7.2 composing and adapting texts to address different purposes and audiences.
Students will develop skills in effective communication at different levels of complexity.	8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.	8. Students learn to compose imaginative, personal and critical texts through: 8.1 engaging with complex texts 8.2 expressing complex ideas for a range of audiences and purposes in personal, social, historical, cultural and workplace contexts 8.3 using and manipulating some generic forms for different audiences and purposes 8.4 controlling a range of language features to meet requirements of composing in a range of modes and media 8.5 shaping compositions appropriately to purpose, audience, medium and context.

English (Advanced) Objectives	Preliminary English (Advanced) Outcomes	Preliminary English (Advanced) Content
	9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	9. Students learn to evaluate the effectiveness of processes and technologies by: 9.1 using, individually and in groups, different available technologies to investigate, clarify, organise and present ideas 9.2 using individual and collaborative processes to generate, clarify, organise, refine and present ideas 9.3 monitoring and assessing the most appropriate technologies and processes for particular purposes of investigating, clarifying, organising and presenting ideas in personal, social, historical, cultural and workplace contexts.
Students will develop skills in independent investigation, individual and collaborative learning.	10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.	10. Students learn to analyse and synthesise information and ideas by: 10.1 collecting, selecting, interpreting and drawing conclusions about information and ideas in a range of texts in personal, social, historical, cultural and workplace contexts 10.2 making connections between information and ideas and synthesising these in a range of texts 10.3 developing and presenting information and ideas in a range of texts and in analytic, expressive and imaginative ways.
Students will develop skills in imaginative, critical and reflective thinking about meaning.	11. A student draws upon the imagination to transform experience into text.	11. Students learn to draw upon the imagination in responding to and composing texts by: 11.1 making connections between life experience and imagined experience 11.2 experimenting with ways of transforming experience into imaginative texts in different contexts for specified audiences 11.3 recreating texts into new texts by changing perspective and context.
Students will develop skills in reflection as a way to evaluate their processes of composing, responding and learning.	12. A student reflects on own processes of responding and composing.	12. Students learn to reflect on their own processes of responding and composing by: 12.1 assessing and evaluating the compositional style of others in order to experiment with their own texts 12.2 editing their work to correct errors, reshape structure and refine style 12.3 assessing and engaging with the strengths and weaknesses of their own compositional style 12.4 amending their compositions as a result of the process of reflection.

English (Advanced) Objectives	Preliminary English (Advanced) Outcomes	Preliminary English (Advanced) Content
	12A. A student demonstrates a capacity to understand and use different ways of responding to and composing particular texts.	12A. Students learn to understand and use different ways of responding to particular texts by: 12A.1 articulating the ways they approach texts 12A.2 responding to and composing texts from a range of perspectives, using different images and through different voices 12A.3 explaining the effects of different images, perspectives and voices on meaning in and through particular texts 12A.4 describing a range of ways in which particular texts can be responded to and composed.
	13. A student reflects on own processes of learning.	13. Students learn to reflect on their own processes of learning by: 13.1 identifying various ways they approach texts 13.2 articulating and monitoring their own understanding 13.3 comparing their own learning processes with those of others 13.4 writing 13.5 reflecting on the influence of their expanding knowledge and skills on their own learning.

10.8 HSC English (Advanced) Course Requirements

In the HSC English (Advanced) course students analyse and evaluate texts, and the ways they are valued in their contexts.

Course Requirements

Text Requirements

- the close study of at least FIVE TYPES OF PRESCRIBED TEXT, one drawn from EACH of the following categories:
  - Shakespearean drama
  - prose fiction
  - drama or film
  - poetry
  - nonfiction or media or multimedia texts
- a wide range of additional related texts and textual forms

Study in the HSC course requires close study of particular texts, supported by students' own wide reading.

The course has two sections and the requirements listed above apply to both sections.

Section 1	Section 2
Content common to the Standard and Advanced courses where students analyse and explore texts and apply skills in synthesis.	**Modules** which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued.
The **HSC Common Content** consists of **one Area of Study** common to the HSC Standard and Advanced courses.	Students are required to choose one elective from each of Modules A, B and C.

10.9 HSC English (Advanced) Course Content

Common Content – Area of Study

An Area of Study is the exploration of a concept that affects our perceptions of ourselves and our world. Students explore, analyse, question and articulate the ways in which perceptions of this concept are shaped in and through a variety of texts.

In the Area of Study, students explore and examine relationships between language and text, and interrelationships among texts. They examine closely the individual qualities of texts while considering the texts' relationships to the wider context of the Area of Study. They synthesise ideas to clarify meaning and develop new meanings. They take into account whether aspects such as context, purpose and register, text structures, stylistic features, grammatical features and vocabulary are appropriate to the particular text.

The Area of Study integrates the range and variety of practices students undertake in their study and use of English. It provides students with opportunities to explore, analyse and experiment with:

- meaning conveyed, shaped, interpreted and reflected in and through texts
- ways texts are responded to and composed
- ways perspective may affect meaning and interpretation
- connections between and among texts
- how texts are influenced by other texts and contexts.

Students' responses to texts are supported by their own composition of, and experimentation with, imaginative and other texts. They explore ways of representing events, experiences, ideas, values and processes, and consider the ways in which changes of form and language affect meaning.

The Area of Study and the prescribed texts will be subject to periodic evaluation and review.

Prescribed texts are:

- A range of prescribed texts for the Area of Study from which at least one must be selected. This text list will be published in an English Stage 6 support document.

In addition, students will explore texts of their own choosing relevant to the Area of Study. Students draw their chosen texts from a variety of sources, in a range of genres and media.

Modules and Electives

In the HSC course, students must choose one of the prescribed electives from **EACH** of the HSC Modules A, B and C.

The electives and text list will be prescribed in an English Stage 6 support document.

Electives and texts will be subject to periodic evaluation and review.

Each module shows how content and/or texts function within it. Modules are:

Module A – Comparative Study of Texts and Context
Module B – Critical Study of Texts
Module C – Representation and Text

Electives

Each elective requires:

- the integration of the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- responding to and composing texts
- the integrated study of language and text
- examination of a variety of textual forms.

Module A: Comparative Study of Texts and Context

This module requires students to compare texts in order to explore them in relation to their contexts. It develops students' understanding of the effects of context and questions of value.

Each elective in this module requires the study of groups of texts which are to be selected from a prescribed text list. These texts may be in different forms or media.

Students examine ways in which social, cultural and historical context influences aspects of texts, or the ways in which changes in context lead to changed values being reflected in texts. This includes study and use of the language of texts, consideration of purposes and audiences, and analysis of the content, values and attitudes conveyed through a range of readings.

Students develop a range of imaginative, interpretive and analytical compositions that relate to the comparative study of texts and context. These compositions may be realised in a variety of forms and media.

Module B: Critical Study of Texts

This module requires students to explore and evaluate a specific text and its reception in a range of contexts. It develops students' understanding of questions of textual integrity.

Each elective in this module requires close study of a single text to be chosen from a list of prescribed texts.

Students explore the ideas expressed in the text through analysing its construction, content and language. They examine how particular features of the text contribute to textual integrity. They research others' perspectives of the text and test these against their own understanding and interpretations of the text. Students discuss and evaluate the ways in which the set work has been read, received and valued in historical and other contexts. They extrapolate from this study of a particular text to explore questions of textual integrity and significance.

Students develop a range of imaginative, interpretive and analytical compositions that relate to the study of their specific text. These compositions may be realised in a variety of forms and media.

Module C: Representation and Text

This module requires students to explore various representations of events, personalities or situations. They evaluate how medium of production, textual form, perspective and choice of language influence meaning. The study develops students' understanding of the relationships between representation and meaning.

Each elective in this module requires the study of one prescribed text offering a representation of an event, personality or situation. Students are also required to supplement this study with texts of their own choosing which provide a variety of representations of that event, personality or situation. These texts are to be drawn from a variety of sources, in a range of genres and media.

Students explore the ways in which different media present information and ideas to understand how various textual forms and their media of production offer different versions and perspectives for a range of audiences and purposes.

Students develop a range of imaginative, interpretive and analytical compositions that relate to different forms and media of representation. These compositions may be realised in a variety of forms and media.

10.10 HSC English (Advanced) Course Objectives, Outcomes and Content

The table below sets out the content of the HSC English (Advanced) course and illustrates the relationship between the objectives, the outcomes and the content. Students will work to achieve the outcomes by responding to and composing increasingly complex texts in a variety of modes and media.

English (Advanced) Objectives	HSC English (Advanced) Outcomes	HSC English (Advanced) Content
Students will develop knowledge and understanding of the purposes and effects of a range of textual forms in their personal, social, historical, cultural and workplace contexts.	1. A student explains and evaluates the effects of different contexts of responders and composers on texts.	1. Students learn to evaluate the effects of different contexts of responders and composers on texts by: 1.1 comparing and contrasting texts and their contexts 1.2 responding to and composing texts to achieve meaning in a range of contexts 1.3 explaining how values and attitudes are reflected in texts 1.4 explaining and evaluating changes in meaning arising from changes of context 1.5 generalising about the relationships between context and meaning.
	2. A student explains relationships among texts.	2. Students learn to explain the relationships among texts by: 2.1 comparing and contrasting the forms and features of texts 2.2 describing and explaining the connections between texts 2.3 describing and explaining the ways in which texts are influenced by other texts and contexts.
	2A. A student recognises different ways in which particular texts are valued.	2A. Students learn to recognise ways in which particular texts are valued by: 2A.1 responding to a range of texts that are valued differently in particular personal, social, cultural, historical and workplace contexts 2A.2 explaining how and why they are valued.
	3. A student develops language relevant to the study of English.	3. Students learn the language relevant to their study of English including: 3.1 its terminology 3.2 language for making connections, questioning, affirming, challenging, speculating about and generalising about texts 3.3 language of personal, cultural, public and critical expression 3.4 conventions of language.

English (Advanced) Objectives	HSC English (Advanced) Outcome	HSC English (Advanced) Content
Students will develop knowledge and understanding of the ways in which language forms and features, and structures of texts shape meaning in a variety of textual forms.	4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.	4. Students learn about the ways in which language forms and features, and structures of texts shape meaning and influence responses by: 4.1 explaining and analysing the effects of a variety of language forms and features, and the structures of texts 4.2 identifying a range of possible responses to texts influenced by their language forms and features, and their structure 4.3 using various language forms and features, and structures of texts to influence meaning and responses.
	5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.	5. Students learn to evaluate how textual forms and media of production represent information, ideas and values by: 5.1 describing and explaining the conventions and the effects of textual forms, technologies and media of production on meaning 5.2 choosing from the range of textual forms, technologies and media of production to compose texts for specific audiences and purposes 5.3 reflecting on the effects of a change in textual form, technology or medium of production through their own processes of composing 5.4 explaining the relationships between representation and meaning.
Students will develop skills in responding to and composing a range of complex texts.	6. A student engages with the details of text in order to respond critically and personally.	6. Students learn about the ways they can respond to texts by: 6.1 analysing texts in detail 6.2 composing sustained arguments supported by textual evidence 6.3 composing and supporting a personal response to texts 6.4 evaluating the responses of others.
Students will develop skills in effective communication at different of levels of complexity.	7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.	7. Students learn to communicate information, ideas and values for a variety of purposes, audiences and contexts by: 7.1 identifying and explaining the effects of language forms and features, and structures of texts 7.2 composing and adapting texts to address different purposes and audiences.

English (Advanced) Objectives	HSC English (Advanced) Outcomes	HSC English (Advanced) Content
	8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.	8. Students learn to compose imaginative, personal and critical texts from a range of perspectives by: 8.1 engaging with complex texts 8.2 refining the clarity of their composition to meet the demands of increasing complexity of thought and expression 8.3 using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes 8.4 using stylistic devices appropriate to purpose, audience and context.
Students will develop skills in independent investigation, individual and collaborative learning.	9. A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.	9. Students learn to evaluate the effectiveness of processes and technologies by: 9.1 using, individually and in groups, different available technologies to investigate, clarify, organise and present ideas 9.2 using individual and collaborative processes to generate, clarify, organise, refine and present ideas 9.3 assessing the most appropriate technologies and processes for particular purposes of investigating, clarifying, organising and presenting ideas.
Students will develop skills in imaginative, critical and reflective thinking about meaning.	10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.	10. Students learn to synthesise information and ideas into sustained and logical argument by: 10.1 discerning ideas, attitudes and values reflected in texts 10.2 making connections between information and ideas, and synthesising these for various purposes and audiences 10.3 using the information and ideas gathered from a range of texts to present a point of view in analytic, expressive, imaginative and evaluative ways.
Students will develop skills in reflection as a way to evaluate their processes of composing, responding and learning.	11. A student draws upon the imagination to transform experience and ideas into texts demonstrating control of language.	11. Students learn about the role of imagination in responding to and composing texts by: 11.1 making connections between life experience and imagined experience 11.2 experimenting with ways of transforming experience into imaginative texts in different contexts for specified audiences 11.3 recreating texts into new texts by changing perspective and context 11.4 analysing, explaining and generalising about the relationships between imagination and cultural forms and ideas.

English (Advanced) Objectives	HSC English (Advanced) Outcomes	HSC English (Advanced) Content
	12. A student reflects on own processes of responding and composing.	12. Students learn about reflecting on their own processes of responding and composing by: 12.1 assessing and evaluating the compositional style of others to experiment with their own texts 12.2 editing their work to correct errors, reshape structure and refine style 12.3 evaluating their own compositions and compositional style.
	12A. A student explains and evaluates different ways of responding to and composing texts.	12A. Students learn to explain and evaluate the different ways of responding to and composing texts by: 12A.1 articulating the ways they approach texts 12A.2 questioning meaning in and through texts 12A.3 evaluating the effect of a range of different images, perspectives and voices on meaning 12A.4 generalising about the relationships between perspective and meaning 12A.5 reflecting on their own processes of responding.
	13. A student reflects on own processes of learning.	13. Students learn to reflect on their own processes of learning by: 13.1 articulating and monitoring their own learning and that of others 13.2 assessing the effectiveness of their various learning strategies 13.3 comparing their own learning processes with those of others 13.4 writing to reflect on their own learning and that of others.

11 English as a Second Language (ESL)

11.1 Structure

The Preliminary English (ESL) course consists of 120 indicative hours of study.
The HSC English (ESL) course consists of 120 indicative hours of study.

Study in the Preliminary course requires completion of:		**Study in the HSC course** requires completion of:	
Preliminary Language Study Within Area(s) of Study	80 indicative hours	HSC Language Study Within an Area of Study	60 indicative hours
Electives	40 indicative hours	One elective chosen from **EACH** of the two English (ESL) course modules	60 indicative hours

11.2 Course Entry Requirements

The English (ESL) course may be accessed by any student who has been educated overseas or in an Australian educational institution using English as the language of instruction for five years or less prior to the beginning of the Preliminary year of study.

This includes:

- students whose learning has been interrupted by periods outside education that uses English as the language of instruction, and
- Aboriginal and Torres Strait Islander students from Indigenous communities where standard English is not the lingua franca of the local community.

The onus will be on students to present evidence of prior schooling.

In cases where it is difficult to ascertain the extent to which a student has been using English as the language and medium of instruction, entry to the course will be determined on the basis of an assessment of the student's oral and written language competence.

For students who have had substantially interrupted education or little or no formal education prior to the commencement of study using English as the language of instruction, approval may be sought for up to twelve months to be added to the course entry requirements period. The principal of the school is required to forward a submission providing evidence of a student's individual circumstances.

11.3 Rationale

The English (ESL) courses address the needs of a specific group of students. The courses complement the English (Standard) courses and the English (Advanced) courses, and share the overall aim and rationale of English. When presented at the HSC, the English (ESL) courses will satisfy Board of Studies requirements for the study of English.

The English (ESL) courses provide students with the opportunity to become effective, creative and confident communicators in English and to assist them in achieving Stage 6 outcomes. They will be able to respond to and compose texts for a variety of purposes and audiences that are relevant to their personal, educational, social and vocational lives. Students extend their reading, writing, listening, speaking, viewing and representing skills through an integrated engagement with texts drawn from literature and other sources.

The candidature for English (ESL) courses has a wide diversity of experience in English and in their other languages. The English (ESL) courses are designed to allow for the development of flexible programs that address this diversity of need and background.

Students for whom these courses are intended bring to the classroom varied cultural backgrounds that provide ideas and language experiences to be valued and used in the classroom. Wherever possible, teachers should incorporate students' cultural and language experiences as resources for addressing the objectives of the courses.

The English (ESL) courses assist students to participate more effectively in Australian education and society by providing students with the opportunity to learn English in varied, relevant, authentic and challenging contexts. This development of English language skills, knowledge and understanding, and engagement with literature, will increase students' understanding of the diversity and values of Australian and other cultures.

11.4 English (ESL) Objectives

Objectives are general statements, organising the more specific learning goals contained in the English (ESL) Outcomes.

Students will develop **knowledge and understanding** of:

- the relationships between texts and contexts
- cultural reference in text
- the relationships between purposes and structures of texts
- language forms and features of texts.

Students will develop **skills** in:

- responding to and composing a range of texts
- effective written, spoken and visual communication for a variety of purposes and audiences
- flexible and critical thinking
- individual and collaborative learning
- reflecting on and critically evaluating the purposes and effects of language.

Students will come to **value and appreciate**:

- the role of language in developing positive interaction and cooperation
- their developing skills as learners and users of English
- the diversity of language and literature
- the pleasure of their engagement with language and literature
- the role of English as a language for ongoing learning
- reflection on their own processes of learning
- English as a language of communication and culture
- appropriateness, subtlety and aesthetics in language use.

11.5 English (ESL) Outcomes

These outcomes are derived from the English (ESL) objectives and the content of the Preliminary and HSC courses. They specify the intended result of student learning.

Preliminary	HSC
1. A student demonstrates an understanding of the relationships between composer, responder, text and context.	1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2. A student identifies and describes relationships among texts.	2. A student describes and explains different relationships among texts.
3. A student demonstrates understanding of cultural reference in texts.	3. A student demonstrates understanding of cultural reference in texts.
4. A student develops language relevant to the study of English.	4. A student uses language relevant to the study of English.
5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.	5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.
6. A student interprets texts using key language patterns and structural features.	6. A student interprets texts using key language patterns and structural features.
7. A student describes the ways different technologies and media of production affect the language and structure of particular texts.	7. A student analyses the effect of technology on meaning.
8. A student uses a variety of textual forms appropriately, for different purposes, audiences and contexts, in all modes.	8. A student adapts a variety of textual forms to different purposes, audiences and contexts, in all modes.
9. A student engages with a wide range of texts to develop a considered and informed personal response.	9. A student engages with the details of text in order to develop a considered and informed personal response.
10. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	10. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
11. A student analyses and synthesises information and ideas from a range of texts in a range of modes and media.	11. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
12. A student draws upon the imagination to transform experience into text.	12. A student draws upon the imagination to transform experience and ideas into texts, demonstrating control of language.
13. A student reflects on own processes of responding and composing.	13. A student reflects on own processes of responding and composing.
14. A student reflects on own processes of learning of English.	14. A student reflects on own processes of learning, especially on the effects of their expanding knowledge and skills in English.

11.6 Preliminary English (ESL) Course Requirements

In the Preliminary English (ESL) course, students acquire and develop specific English language skills, knowledge and understanding in the context of an understanding of the ways ideas and processes are represented in texts.

Course Requirements

The Preliminary English (ESL) course is designed by teachers. In designing the course they need to address the Objectives of Stage 6 English (ESL) and assist their students to achieve the course outcomes.

In the Preliminary English (ESL) course students are required to:

- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text.

The course has two sections and the requirements listed above apply to both sections.

Section 1	Section 2
Language Study Within Area(s) of Study is undertaken through a unit of work called an Area of Study. Students acquire and develop their English language skills, knowledge and understanding through exploration of an idea or process represented in texts.	**Electives** Students develop and use their English language skills in their examination and analysis of particular aspects of shaping meaning.
Language Study within an Area of Study comprises 60% of the Content.	The electives comprise 40% of the Content.
Students undertake **at least one** Area of Study.	**Preliminary electives are not to duplicate the HSC prescribed modules, electives or texts.**

Students also have opportunities to:

- enhance their understanding of Australian and other cultures
- study units of work that will meet industry competency standards relating to communication. (See section 14 of this syllabus.)

11.7 Preliminary English (ESL) Course Content

Language Study Within Area(s) of Study

The Language Study is organised within Area(s) of Study that involves exploration of a concept that affects our perceptions of ourselves and our world. Students explore, analyse and experiment with the ways in which perceptions of this concept are shaped in and through a variety of texts.

Students address the following broad aspects of language study through the Areas of Study:

- linguistic conventions, grammatical features and vocabulary
- language use shaped by context, purpose and audience
- text structures
- features of style.

They explore the concept through:

- close study of one or more texts
- responding to and composing a wide range of related texts
- making connections between texts and the Area of Study
- synthesising aspects of a variety of texts
- presenting coherently integrated interpretations of the concept.

The number and content of Areas of Study are not prescribed in the Preliminary English (ESL) course. Teachers design Areas of Study that will, in length, content and focus, provide an appropriate language learning environment for students.

Electives

The electives require students to use their developing English language skills to explore the ways particular texts, forms, media, contexts or aspects of language shape meaning.

The electives are developed by teachers to allow for:

- their students' needs, interests and abilities
- choice of approach
- choice of texts for study
- student-teacher negotiation of content.

11.8 Preliminary English (ESL) Course Objectives, Outcomes and Content

The table below sets out the content of the Preliminary English (ESL) course and illustrates the relationship between the objectives, the outcomes and the content. Students will work to achieve the outcomes by responding to and composing increasingly complex texts in a variety of modes and media.

English (ESL) Objectives	Preliminary English (ESL) Outcomes	Preliminary English (ESL) Content
Students will develop knowledge and understanding of the relationships between texts and contexts.	1. A student demonstrates an understanding of the relationships between composer, responder, text and context.	1. Students learn about the relationships between composer, responder, text and context by: 1.1 identifying and describing the contexts of responding to and composing particular texts 1.2 identifying and describing the effect of those elements of a text which reflect context 1.3 composing texts for a variety of contexts and audiences 1.4 recognising the effects of language experiences and culture on responding to and composing texts 1.5 changing the contexts of texts in order to achieve particular meanings.
	2. A student identifies and describes relationships among texts.	2. Students learn to identify and describe the relationships among texts by: 2.1 identifying similarities in and differences between texts 2.2 identifying and describing the connections between texts 2.3 identifying and describing the ways in which particular texts are influenced by other texts and contexts.
Students will develop knowledge and understanding of cultural reference in text.	3. A student demonstrates understanding of cultural reference in texts.	3. Students learn to understand cultural reference in texts by: 3.1 identifying and explaining cultural differences relating to communication 3.2 identifying direct cultural references 3.3 identifying a range of culturally based values and perspectives in texts 3.4 showing understanding of some key cultural attitudes, beliefs and values underlying issues and language in texts.
Students will develop knowledge and understanding of the relationships between purposes and structures of texts.	4. A student develops language relevant to the study of English.	4. Students learn the language relevant to their study of English including: 4.1 its terminology 4.2 language for making connections, questioning, affirming, challenging, speculating and generalising 4.3 language of personal, social, historical, cultural and workplace contexts 4.4 conventions of language.

English (ESL) Objectives	Preliminary English (ESL) Outcomes	Preliminary English (ESL) Content
Students will develop knowledge and understanding of language forms and features of texts.	5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.	5. Students learn to understand how audience and purpose affect the language and structure of texts by: 5.1 identifying the language features and structures of texts composed for different audiences and purposes 5.2 composing texts for specific purposes and audiences 5.3 manipulating some generic forms for different audiences and purposes.
	6. A student interprets texts using key language patterns and structural features.	6. Students learn to recognise and use language patterns and structural features of texts by: 6.1 identifying key words and phrases of a text 6.2 identifying cohesive chains of words and direction markers in texts 6.3 recognising variations of meaning of words in different contexts 6.4 identifying and using appropriate syntax.
	7. A student describes the ways different technologies and media of production affect the language and structure of particular texts.	7. Students learn about the ways different technologies and media of production affect the language and structure of particular texts by: 7.1 responding to texts produced by a range of technologies 7.2 identifying and describing the effects of technological forms and conventions on meaning in personal, social, historical, cultural and workplace contexts 7.3 composing a variety of texts using a range of technologies 7.4 reflecting on the effects of a change in technology on their own compositions.
Students will develop skills in responding to and composing a range of texts.	8. A student uses a variety of textual forms appropriately for different purposes, audiences and contexts in all modes.	8. Students learn to use a variety of textual forms appropriately by: 8.1 identifying and describing a variety of language forms and features, and structures of particular texts in personal, social, historical, cultural and workplace contexts 8.2 identifying the effects of the language forms and features, and the structures of particular texts 8.3 using various language forms and features, and structures of particular texts to shape meaning.

English (ESL) Objectives	Preliminary English (ESL) Outcomes	Preliminary English (ESL) Content
Students will develop skills in effective written, spoken and visual communication for a variety of purposes and audiences.	9. A student engages with a wide range of texts to develop a considered and informed personal response.	9. Students learn about the ways they can respond to texts by: 9.1 engaging with texts in a range of modes and media 9.2 relating responses to aspects of human experience 9.3 composing personal responses to individual texts and groups of texts and considering the responses of others 9.4 responding to a variety of texts composed for different audiences, purposes and contexts 9.5 discussing and reflecting on the wider issues arising from their engagement with texts.
Students will develop skills in flexible and critical thinking.	10. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	10. Students learn to evaluate the effectiveness of processes and technologies by: 10.1 using, individually and in groups, different available technologies to investigate, clarify, organise and present ideas 10.2 using individual and collaborative processes to generate, clarify, organise, refine and present ideas 10.3 assessing technologies for particular purposes of investigating, clarifying, organising and presenting ideas in personal, social, historical, cultural and workplace contexts.
Students will develop skills in individual and collaborative learning.	11. A student analyses and synthesises information and ideas from a range of texts in a range of modes and media.	11. Students learn to analyse and synthesise information and ideas by: 11.1 collecting, selecting, interpreting and drawing conclusions about information and ideas in a range of texts from personal, social, historical, cultural and workplace contexts 11.2 making connections between information and ideas from a range of texts 11.3 synthesising information and ideas 11.4 developing and presenting information and ideas in texts in a range of modes and media and in analytic, expressive and imaginative ways.
	12. A student draws upon the imagination to transform experience into text.	12. Students learn to draw upon the imagination in responding to and composing texts by: 12.1 making connections between life experience and imagined experience 12.2 experimenting with ways of transforming experience into imaginative texts in different contexts for specified audiences 12.3 recreating texts into new texts by changing perspective and context.

English (ESL) Objectives	Preliminary English (ESL) Outcomes	Preliminary English (ESL) Content
Students will develop skills in reflecting on and critically evaluating the purposes and effects of language.	13. A student reflects on own processes of responding and composing.	13. Students learn to reflect on their own processes of responding and composing by: 13.1 editing their work to correct errors and ensure consistent and appropriate style 13.2 assessing and engaging with the strengths and weaknesses in their personal style 13.3 assessing style in a variety of texts.
	14. A student reflects on own processes of learning of English.	14. Students learn to reflect on their own processes of learning English by: 14.1 identifying various ways they approach texts 14.2 articulating and monitoring their own understanding 14.3 comparing their own learning processes with those of others 14.4 writing.

11.9 Language Modes in Preliminary English (ESL) Courses

The content of the Preliminary English (ESL) course is undertaken through the modes of listening, speaking, reading, writing, viewing and representing. Students develop and use the specific language knowledge, skills and understanding outlined below.

Listening

Knowledge and understanding of and skills in:

- following main ideas in small group discussion, class discussion, formal presentations and informal conversation
- recognising the same idea expressed in different words
- identifying relevant information in a talk when questions are given beforehand
- recording and organising spoken information to set guidelines using graphs, tables, short answers or similar techniques
- checking completeness and accuracy of information gained from spoken communication
- recalling spoken texts using notes
- understanding and recounting the text of an unfamiliar speaker on a familiar topic
- identifying main differences between formal and informal speech registers
- identifying and using stress, emphasis, intonation and pronunciation on meaning and clarity of communication in a variety of oral texts
- oral communication with literal and common figurative functions.

Speaking

Knowledge and understanding of and skills in:

- use of appropriate volume, stress, intonation and pronunciation in direct questions, exclamations and statements in a variety of speaking contexts
- use of appropriate register for different situations and functions
- use of appropriate conventions of grammar, sentence structure and punctuation with increasing consistency
- impromptu oral presentation
- conversation involving responding, seeking clarification, and extending a conversation
- using vocabulary appropriate to the purpose including technical terms
- giving a prepared presentation using outline or notes
- small group and whole class discussion about new topics
- negotiation of an issue
- using a range of conventional phrases for specific purposes
- using circumlocution to compensate for vocabulary limitations
- rehearsing and modifying presentations to enhance fluency and accuracy.

Reading

Knowledge and understanding of and skills in:

- responding to a range of personal, imaginative and informative texts taken from literature and other sources
- recognising the role of purpose, audience and context in the meaning of simpler texts
- identifying organisational features and emphases including repetition, reiteration and paraphrasing, literal and interpretive levels of meaning and main ideas in texts
- structural staging of texts, including key aspects of narrative and textbook structures, description, explanation and discussion in simple texts
- recognising and understanding context clues for meanings
- distinguishing between main and ancillary ideas and themes in texts
- distinguishing between fact and opinion
- recognising perspectives in a variety of texts on the same topic
- recognising figurative language in context
- reading strategies for particular purposes, for example, skimming, scanning, and slower, close reading, selecting key information and predicting.

Writing

Knowledge and understanding of and skills in:

- composing short personal, imaginative and factual writing for different audiences, purposes and contexts
- writing for different purposes, for example, note-taking, note-making, summarising, precis and paraphrase, and formally structured writing including various forms of essays
- classroom text structures
- drafting, revising, editing, proofreading and rewriting
- applying standard conventions of grammar, sentence structure, punctuation and spelling and quotation to writing
- using vocabulary suited to the purpose
- recognising and understanding differences between spoken and written text.

Viewing

Knowledge and understanding of and skills in:

- identifying main ideas or specific information in film, the mass media and multimedia, from verbal and nonverbal elements
- identifying techniques used in film and the mass media to construct realities
- recognising how meaning is shaped in the mass media.

- recognising the role of purpose, audience and context in the meaning of simpler visual texts
- identifying organisational features and emphases including repetition, reiteration, literal and interpretive meaning and main ideas in visual texts
- recognising and understanding context clues for meanings
- distinguishing between main and ancillary ideas and themes in visual texts
- distinguishing between fact and opinion.

Representing

Knowledge and understanding of and skills in:

- constructing simpler types of representation, linking verbal and nonverbal elements
- role-play and improvisation.

11.10 HSC English (ESL) Course Requirements

In the HSC English (ESL) course, students reinforce and extend their language skills and develop and apply skills in synthesis.

Course Requirements

Text Requirements

- The study of AT LEAST THREE TYPES OF PRESCRIBED TEXTS drawn from:
  - prose fiction
  - drama
  - poetry
  - nonfiction
  - film OR media OR multimedia texts
- a wide range of additional related texts and textual forms

The course has two sections and the requirements listed above apply to both sections.

Section 1	Section 2
Language Study within an Area of Study where students reinforce and extend their language skills and apply skills in synthesis.	**Modules** which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.
Language Study within an Area of Study comprises 50% of the content and it consists of one prescribed Area of Study.	Students are required to choose one elective from each of two modules. The modules comprise 50% of the content.

11.11 HSC English (ESL) Course Content

Language Study within an Area of Study

The Language Study is organised within an Area of Study that involves exploration of a concept that affects our perceptions of ourselves and our world. Students explore, analyse, question and articulate the ways in which perceptions of this concept are shaped in and through a variety of texts.

Language study within the chosen Area of Study builds on and extends the development of skills in responding and composing undertaken in the Preliminary course. Students' language skills, knowledge and understanding are reinforced and extended as they respond to and compose longer, more sustained and more complex texts at and beyond the literal level, and further develop their understanding of the ways meaning is shaped in and through texts. The Language Study within the Area of Study addresses the following broad aspects of language at increasing levels of difficulty and sophistication:

- linguistic conventions, grammatical features and vocabulary
- text structures
- features of style
- language use shaped by context, purpose and audience
- values expressed in and through texts.

In the Area of Study students explore and examine relationships between language and text, and interrelationships among texts. They examine closely the individual qualities of texts while considering the texts' relationships to the wider context of the Area of Study. They synthesise ideas to clarify meaning and develop new meanings. They take into account whether aspects such as context, purpose and register, text structures, stylistic features, grammatical features and vocabulary are appropriate to the particular text.

The Language Study within the Area of Study integrates the range and variety of practices students undertake in English Stage 6. It provides students with opportunities to explore, assess, analyse and experiment with:

- meaning conveyed, shaped, interpreted and reflected in and through texts
- ways texts are responded to and composed
- ways perspective may affect meaning and interpretation
- connections between and among texts
- how texts are influenced by other texts and contexts.

Students' responses to texts are supported by their own composition of and experimentation with imaginative and other texts. They explore ways of representing events, experiences, ideas, values and processes, and consider the ways in which changes of form and language affect meaning.

The Area of Study and the prescribed texts will be subject to periodic evaluation and review.

Prescribed texts are:

- A range of prescribed texts for the Area of Study from which at least **TWO** must be selected. This text list will be published in an English Stage 6 support document.

In addition, students will explore texts of their own choosing relevant to the Area of Study. Students draw their chosen texts from a variety of sources, in a range of genres and media.

Modules and Electives

In the HSC course, students are to choose one of the prescribed electives from **EACH** of the HSC Modules A and B.

The electives and text list will be prescribed in a support document.

Electives and texts will be subject to periodic evaluation and review.

Each module shows how content and/or texts function within it. Modules are:

Module A – Experience Through Language
Module B – Texts and Society

Electives

Each elective requires:

- a selection of texts
- a balance of the language modes of reading, writing, speaking, listening, viewing and representing as appropriate
- responding to and composing texts
- the integrated study of language and text
- an oral communication component.

Module A: Experience Through Language

This module requires students to explore the uses of a particular aspect of language. It develops students' awareness of language and helps them to understand how our perceptions of and relationships with others and the world are shaped in written, spoken and visual language.

Each elective in this module specifies a prescribed text and a key aspect of language for study. These provide the basis for the study and use of this aspect of language in other texts, including texts drawn from students' own experience.

Students examine particular language structures and features used in the prescribed text and a range of situations that they encounter in their daily lives. They explore, examine and analyse how the conventions of textual forms, language modes and media shape meaning. Composition focuses on experimentation with variations of purpose, audience and form to achieve different effects. These compositions may be realised in a variety of forms and media.

Module B: Texts and Society

This module requires students to explore and analyse texts used in a specific situation. It assists students' understanding of the ways that texts communicate information, ideas, bodies of knowledge, attitudes and belief systems in ways particular to specific areas of society.

Electives in this module are designed around a specific situation and the texts that are characteristic of and valued within it. Texts will be drawn from a variety of professional and social situations. Students are also required to supplement this study with texts of their own choosing related to the module.

Students explore the role of textual features in the shaping of meaning in specific situations. They develop the communication skills necessary for a wide variety of personal, social, historical, cultural and workplace contexts. Composition focuses on analysing and experimenting with textual forms characteristic of the specific contexts. These compositions may be realised in a variety of forms and media.

11.12 HSC English (ESL) Course Objectives, Outcomes and Content

The table below sets out the content of the HSC English (ESL) course and illustrates the relationship between the objectives, the outcomes and the content. Students will work to achieve the outcomes by responding to and composing increasingly complex texts in a variety of modes and media.

English (ESL) Objectives	HSC English (ESL) Outcomes	HSC English (ESL) Content
Students will develop knowledge and understanding of the relationships between texts and contexts.	1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.	1. Students learn about the ways meaning is shaped through the relationships between composer, responder, text and context by: 1.1 identifying features of particular texts and describing their effects on meaning 1.2 comparing and contrasting texts and their contexts 1.3 explaining the ways in which changes in elements of the contexts of particular texts influence meaning 1.4 responding to and composing texts to achieve particular meanings through a range of contexts.
	2. A student describes and explains different relationships among texts.	2. Students learn about the relationships among texts by: 2.1 comparing and contrasting the forms and features of texts 2.2 describing and explaining the connections between texts 2.3 describing and explaining the ways in which texts are influenced by other texts and contexts.
Students will develop knowledge and understanding of cultural reference in text.	3. A student demonstrates understanding of cultural reference in texts.	3. Students learn to understand cultural reference in texts by: 3.1 identifying and explaining cultural differences relating to communication 3.2 discussing the effects of direct cultural references in texts 3.3 evaluating culturally based values and perspectives in texts 3.4 showing understanding of key cultural attitudes, beliefs and values underlying issues and language in texts.
Students will develop knowledge and understanding of the relationships between purpose and structures of texts.	4. A student uses language relevant to the study of English.	4. Students learn to use the language relevant to their study of English including: 4.1 its terminology 4.2 language for making connections, questioning, affirming, challenging, speculating about and generalising about texts 4.3 language of personal, social, historical, cultural and workplace contexts 4.4 language of critical expression 4.5 conventions of language.

English (ESL) Objectives	HSC English (ESL) Outcomes	HSC English (ESL) Content
Students will develop knowledge and understanding of language forms and features of texts.	5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.	5. Students learn to understand how audience and purpose affect the language and structure of texts by: 5.1 identifying the language features and structures of texts composed for different audiences and purposes 5.2 manipulating some generic forms for different audiences and purposes 5.3 selecting appropriate language forms and features, and structures of texts to explore and express ideas and values for a range of purposes and audiences 5.4 refining the clarity of their composition to meet the demands of increasing complexity of thought and expression.
	6. A student interprets texts using key language patterns and structural features.	6. Students learn to recognise and use language patterns and structural features of texts by: 6.1 identifying key words and phrases of a text 6.2 identifying cohesive chains of words and direction markers in texts 6.3 recognising variations of meaning of words in different contexts 6.4 identifying and using appropriate syntax.
	7. A student analyses the effect of technology on meaning.	7. Students learn about the ways technology affects meaning by: 7.1 analysing texts produced by a range of technologies 7.2 describing and explaining the effects of technological forms and conventions in personal, social, historical, cultural and workplace contexts 7.3 choosing between a variety of technologies to compose texts for specific audiences and purposes.
Students will develop skills in responding to and composing a range of texts.	8. A student adapts a variety of textual forms to different purposes, audiences and contexts in all modes.	8. Students learn to adapt a variety of textual forms appropriately in all modes by: 8.1 identifying and describing a wider variety of language forms, features and structures of particular texts in personal, social, historical, cultural and workplace contexts 8.2 identifying the effects of the language forms and features, and the structure of texts 8.3 using various language forms and features, and structures of particular texts to shape meaning 8.4 composing and adapting texts to address different purposes and audiences.

English (ESL) Objectives	HSC English (ESL) Outcomes	HSC English (ESL) Content
Students will develop skills in effective written, spoken and visual communication for a variety of purposes and audiences.	9. A student engages with the details of text in order to develop a considered and informed personal response.	9. Students learn about the ways they can respond to texts by: 9.1 analysing in detail texts in a range of modes and media 9.2 composing and supporting a personal response to texts 9.3 composing extended arguments supported by textual evidence 9.4 evaluating the responses of others.
Students will develop skills in flexible and critical thinking.	10. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	10. Students learn to evaluate the effectiveness of processes and technologies by: 10.1 using, individually and in groups, different technologies to investigate, clarify, organise and present ideas 10.2 using individual and collaborative processes to generate, clarify, organise, refine and present ideas 10.3 assessing the most appropriate technologies and processes for particular purposes of investigating, clarifying, organising and presenting ideas in personal, social, historical, cultural and workplace contexts.
Students will develop skills in individual and collaborative learning.	11. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.	11. Students learn to synthesise information and ideas into sustained and logical argument by: 11.1 discerning ideas, attitudes and values reflected in texts from personal, social, historical, cultural and workplace contexts 11.2 making connections between and synthesising information and ideas for various purposes and audiences 11.3 using the information and ideas gathered from a range of texts to present a point of view in analytic, expressive and imaginative ways.
	12. A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language.	12. Students learn about the role of imagination in responding to and composing texts by: 12.1 making connections between life experience and imagined experience 12.2 experimenting with ways of transforming experience into texts in different contexts for specified audiences 12.3 recreating texts into new texts by changing perspective and context.

English (ESL) Objectives	HSC English (ESL) Outcomes	HSC English (ESL) Content
Students will develop skills in reflecting on and critically evaluating the purposes and effects of language.	13. A student reflects on own processes of responding and composing.	13. Students learn about reflecting on their own processes of responding and composing by: 13.1 questioning meaning in and through texts 13.2 articulating the ways they approach texts 13.3 editing their work to correct errors and ensure consistent and appropriate style 13.4 assessing and engaging with the strengths and weaknesses of their personal style 13.5 assessing their style in a variety of texts.
	14. A student reflects on own processes of learning, especially on the effects of their expanding knowledge and skills in English.	14. Students learn to reflect on their own processes of learning by: 14.1 articulating and monitoring their own learning in English and of English 14.2 assessing the effectiveness of their various learning strategies 14.3 comparing their learning processes in the English language with their learning processes in other languages 14.4 writing.

11.13 Language Modes in HSC English (ESL) Courses

HSC English (ESL) course content is undertaken through the modes of listening, speaking, reading, writing, viewing and representing to develop the specific language knowledge, skills and understanding outlined below.

Listening

Knowledge and understanding of and skills in:

- following more complex oral communication at and beyond the literal level
- identifying main ideas and subsidiary ideas in small group discussion, class discussion, formal presentation and informal conversation
- following the main idea and some supporting detail of a spoken text on a new topic at normal speed
- identifying values or beliefs underlying spoken texts
- identifying cultural references within spoken texts
- recognising the range of differences between formal and informal speech registers
- identifying and using stress, emphasis, intonation and pronunciation on meaning and clarity of communication in more complex oral texts
- predicting the nature and purpose of information being sought before listening.

Speaking

Knowledge and understanding of and skills in:

- using appropriate volume, stress, intonation and pronunciation in sustained oral communication
- adjusting language for varying purposes, audiences and contexts including formal and informal
- using advanced conventions of grammar, sentence structure and punctuation
- negotiation of a solution to a complex issue
- using vocabulary facilitating accurate and imaginative expression with variations of meaning
- demonstrating awareness of the ways language shapes our perceptions of self and others
- applying conventions relating to interpersonal skills in speaking, including assertiveness and politeness
- speaking from a variety of perspectives
- arguing with supporting evidence for a point of view on an issue arising from texts and Area of Study
- engaging with audience questions in response to a prepared or impromptu talk.

Reading

Knowledge and understanding of and skills in:

- responding to a range of more complex texts, including personal, imaginative, informative, persuasive and expository texts taken from literature and other sources
- recognising ways that writers use language to address purpose, situation and audience, and shape response
- understanding text structures
- using literal, interpretive, critical and creative levels of comprehension
- structural staging of literary and factual texts
- understanding tone and mood
- discerning different styles
- demonstrating understanding of cultural attitudes, beliefs and values underlying issues and language in texts
- applying textual knowledge to new texts on the same or related topics.

Writing

Knowledge and understanding of and skills in:

- composing extended personal, imaginative and factual writing
- discerning more complex text structures in and beyond the classroom
- producing text structures shaped and adapted to address purpose and audience
- reshaping writing for a different purpose, audience or situation
- applying detailed conventions of grammar, sentence structure, punctuation, spelling and quotation to writing
- using extended vocabulary and specialised language, facilitating accurate and appropriate expression
- writing with cohesion, coherence, fluency and accuracy for a variety of purposes and audiences
- writing from a variety of perspectives
- editing text for precision and clarity and to refine expression
- developing personal style.

Viewing

Knowledge and understanding of and skills in:

- critical and cultural literacy in viewing film, mass media and multimedia products
- responding to contemporary language in the mass media
- discerning connotations in words, sounds and images in the mass media
- discerning values in mass media products.

Representing

Knowledge and understanding of and skills in:

- constructing more complex types of representation
- improvisation and scripted drama performance.

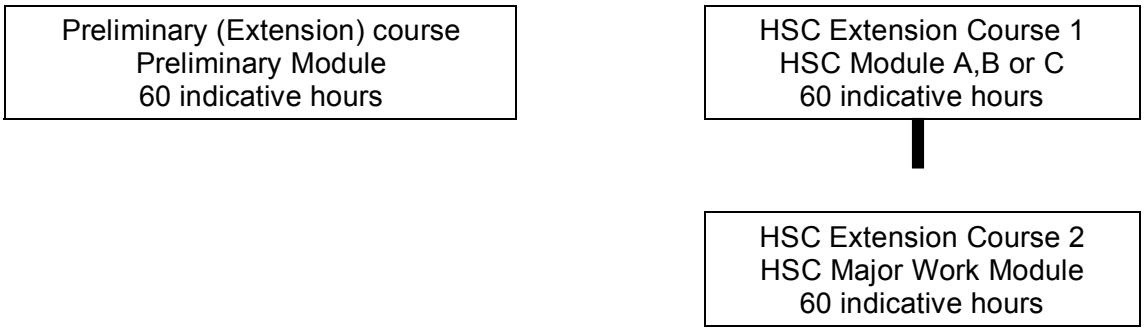
12 English (Extension)

12.1 Structure

The Preliminary English (Extension) course consists of 60 indicative hours of study. It is a prerequisite for HSC English Extension Course 1.

HSC English Extension Course 1 consists of 60 indicative hours of study.

HSC Extension Course 2 comprises a Major Work undertaken over 60 indicative hours of study. This course **may only be undertaken in addition** to HSC Extension Course 1.



12.2 Rationale

The Preliminary and HSC English (Extension) courses enable students who are accomplished, analytical and imaginative in their use of English to refine their understanding and appreciation of the cultural roles and significance of texts. The courses are designed for students with a desire to pursue a specialised study of English.

These courses provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement in investigation and composition, students explore multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.

12.3 English (Extension) Objectives

Objectives are general statements, organising the more specific learning goals contained in the English (Extension) outcomes.

Students will develop **knowledge and understanding** of:

- how and why texts are valued.

Students will develop **skills in**:

- extensive independent investigation
- theorising about texts and values based on analysis and understanding of complex ideas
- sustained composition.

Students will come to **value and appreciate**:

- the role of language in developing positive interaction and cooperation
- their developing skills as users of English
- the pleasure and diversity of language and literature
- the role of language and literature in their lives
- the study and use of English as a key to learning
- reflection on their own processes of learning
- appropriateness, subtlety and aesthetics in language use.

12.4 English (Extension) Outcomes

These outcomes are derived from the English (Extension) objectives and the content of the Preliminary and HSC courses. They specify the intended result of student learning. Students will work to achieve the outcomes by responding to and composing highly complex texts in a variety of modes and media.

Preliminary Outcomes
A student understands how and why texts are valued in and appropriated into a range of contexts.
A student develops skills in independent investigation, involving particular texts and their manifestations in various forms, and within particular cultural contexts.
A student develops skills in extended composition in a range of modes and media for different audiences and purposes.
HSC Extension 1 Outcomes
A student distinguishes and evaluates the values expressed through texts.
A student explains different ways of valuing texts.
A student composes extended texts.
A student develops and delivers sophisticated presentations.
HSC Extension 2 Outcomes
A student develops and presents an extended composition which demonstrates depth, insight, originality and skills in independent investigation.
A student reflects on and documents own process of composition.

12.5 Preliminary English (Extension) Course Requirements

In the Preliminary English (Extension) course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

Course Requirements

Students undertaking the Preliminary English (Extension) course must complete:

Module: Texts, Culture and Value

Students explore the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Students examine a key text from the past and its manifestations in one or more popular cultures. Through close study they:

- consider the relationships between the text and its culture
- explore the language of the texts and examine the ways in which language shapes and reflects values
- consider the effects of different ways of responding to texts
- consider the ways and reasons the original and later manifestations of the text are valued.

Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media, including some appropriations of their own choosing.

Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in sustained composition.

12.6 Preliminary English (Extension) Course Objectives, Outcomes and Content

The table below sets out the content of the Preliminary English (Extension) course and illustrates the relationship between the objectives, outcomes and content.

English (Extension) Objectives	Preliminary English (Extension) Outcomes	Preliminary English (Extension) Content
Students will develop knowledge and understanding of how and why texts are valued.	1. A student understands how and why texts are valued in and appropriated into a range of contexts.	1. Students learn about how and why texts are valued in and appropriated into a range of contexts by: 1.1 recognising different kinds and degrees of appropriation and their effects 1.2 considering the relationships between a text and the culture in which it was composed 1.3 exploring and examining the ways in which language shapes and reflects values 1.4 considering the effects of different ways of responding to texts 1.5 considering the ways and reasons early and later manifestations of the text are valued 1.6 considering why some texts may be perceived as culturally significant.
Students will develop skills in extensive independent investigation.	2. A student develops skills in independent investigation involving particular texts and their manifestations in various forms, and within particular cultural contexts.	2. Students learn to develop skills in independent investigation by: 2.1 engaging with a range of key texts 2.2 engaging in independent investigation of specific key texts, cultures and forms.
Students will develop skills in sustained composition.	3. A student develops skills in sustained composition in a range of modes and media for different audiences and purposes.	3. Students learn to develop skills in sustained composition by: 3.1 refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expression 3.2 recreating texts by varying perspectives and contexts to demonstrate how values are maintained and changed 3.3 using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes 3.4 using stylistic devices appropriate to purpose, audience and context.

12.7 HSC English Extension Course 1 Requirements

In the HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

Students undertaking HSC English Extension Course 1 must complete ONE elective chosen from ONE of the HSC Modules A, B or C.

Module A: Genre

This module requires students to explore and evaluate notions of genre. It develops their understanding of the conventions and values associated with generic forms.

Each elective in this module involves the study of at least two print texts of a particular genre, to be selected from a prescribed text list. In addition, students explore, analyse and critically evaluate a range of other examples of this genre from different contexts and media.

Students consider the ways in which genres are adapted to different times and cultures and the attitudes and values reflected by these adaptations. They examine why genres arise at particular times and the social and cultural conditions that are conducive to their endurance or recurrence in popularity. Students consider the reasons for and validity of generic distinctions.

Students develop a range of imaginative, interpretive and analytical compositions, including some that explore the possibilities of the genre for a range of audiences. These compositions may be realised in various forms, modes and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in extended composition.

Module B: Texts and Ways of Thinking

This module requires students to explore and evaluate a selection of texts relating to a particular historical period. It develops their understanding of the ways in which scientific, religious, philosophical or economic paradigms have shaped and are reflected in literature and other texts.

Each elective in this module involves the study of at least two print texts, relating to a particular historical period, that demonstrate the influence of particular ways of thinking on literary and other texts. In addition, students explore, analyse and critically evaluate a range of other texts that reflect these ideas.

Students explore the ways that values are inscribed in particular texts and how they are reflected by texts. They consider whether and why texts are valued in their own time. They also consider why and by whom those texts are valued today.

Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the effects of particular paradigms for a range of audiences. These compositions may be realised in various forms, modes and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in extended composition.

Module C: Language and Values

This module requires students to investigate, explore and evaluate the ways in which language shapes and reflects culture and values. It allows students to focus on the study of language as they develop their understanding of values and the processes of valuing.

Each elective in this module involves an intensive study of language. Texts and topics are to be selected from a prescribed list. In addition, students explore, analyse and critically evaluate a range of other texts that relate to the language topic. The study may involve a sociolinguistic, historical or stylistic perspective.

Students examine language modes, media of communication, forms and features, and structures of texts. They consider such notions and processes as symbolic representation and metaphor, convention, subversion and appropriation, composing and responding. They describe, analyse and evaluate influences on language change and the valuing that occurs in and through language.

Students develop a range of imaginative, interpretive and analytical compositions including some that explore the effects of language variation for a range of audiences. These compositions may be realised in various forms, modes and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in extended composition.

12.8 HSC English (Extension) Course 1 Objectives, Outcomes and Content

The table below sets out the Content of the HSC English (Extension) Course 1 and illustrates the relationship among the Objectives, Outcomes and Content.

English Extension Course 1 Objectives	HSC English Extension Course 1 Outcomes	HSC English Extension Course 1 Content
Students will develop knowledge and understanding of how and why texts are valued.	1. A student distinguishes and evaluates the values expressed through texts.	1. Students learn to distinguish and evaluate the values expressed through texts by: 1.1 identifying aspects of texts that reflect and shape values 1.2 considering the ways that values identified in and through texts can vary 1.3 evaluating the effects of changes in perceived values.
Students will develop skills in theorising about texts and values based on analysis and understanding of complex ideas.	2. A student explains different ways of valuing texts.	2. Students learn how different texts are valued by: 2.1 identifying aspects of texts that are valued in different contexts 2.2 explaining why and how different aspects of texts are valued in different contexts 2.3 speculating about different ways in which texts might be valued 2.4 generalising about the nature of the process of valuing texts.
Students will develop skills in sustained composition.	3. A student composes extended texts.	3. Students will learn to compose extended texts by: 3.1 engaging with the complexity of a range of texts 3.2 refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expression 3.3 using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes 3.4 using stylistic devices appropriate to purpose, audience and context.
Students will develop skills in extensive independent investigation.	4. A student develops and delivers sophisticated presentations.	4. Students learn to develop sophisticated presentations by: 4.1 engaging in extended independent investigation 4.2 reflecting on their findings 4.3 presenting the results to a specific audience and for a specific purpose 4.4 reflecting on the effectiveness of the presentation.

12.9 HSC English Extension Course 2 Requirements

In the HSC English Extension Course 2 students develop a sustained composition, and document and reflect on this process.

Students undertaking HSC English Extension Course 2 must complete the Major Work.

Major Work

This module requires students to work independently to plan and complete a Major Work in the form of an extended composition. It allows students to select an area of personal interest from their specialised study of English and develop their work in this area to a level of distinction.

Students compose the Major Work as an extension of the knowledge, understanding and skills developed in the English (Advanced) and (Extension) courses. The Major Work is to be substantial. It may be imaginative, investigative, interpretive, analytical or any combination of these. The chosen form and medium must be appropriate to the nature of the task, the student's interests and abilities and the resources available.

To provide the basis for the Major Work, students undertake ongoing, systematic and rigorous investigation into their chosen area. This investigation process is documented in a journal that demonstrates the processes of inquiry, interprets, analyses and reflects on the knowledge and understanding gained, and explains the stages of the composition of the Major Work.

The Major Work will be assessed internally as a process and externally as a product.

12.10 HSC English Extension Course 2 Objectives, Outcome and Content

The table below sets out the content of HSC English Extension Course 2 and illustrates the relationship among the objectives, outcomes and content.

English Extension Course 2 Objectives	HSC English Extension Course 2 Outcomes	HSC English Extension Course 2 Content
Students will develop skills in extensive independent investigation.	1. A student develops and presents an extended composition that demonstrates depth, insight, originality and skills in independent investigation.	1. Students learn to develop and use skills in extensive independent investigation by: 1.1 autonomous, thorough and extensive investigation in a specialised field 1.2 monitoring, reflecting on and documenting their interpretation, analysis and composition in a journal 2.3 presenting aspects of investigation to specific audiences, in a range of modes.
Students will develop skills in sustained composition.	2. A student reflects on and documents own process of composition.	2. Students learn to reflect on and document their processes of composition by: 2.1 developing texts drawn from personal, affective, cognitive and other experiences, understanding and ideas 2.2 monitoring, reflecting on and documenting their process of inquiry in a journal 2.3 presenting aspects of composition to specific audiences, in a range of modes.

13 Fundamentals of English

13.1 Structure

The Fundamentals of English course consists of 120 indicative hours of study. It may be delivered flexibly across the Preliminary and HSC years.

Module	Description	Requirement
Module A	Approaches to Areas of Study in English	Compulsory
Module B	Oral Communication Skills	Optional
Module C	Writing for Study	Optional
Module D	Investigative Skills	Optional
Module E	Workplace Communication	Optional

The course is non-examinable for the HSC. Students will undertake a minimum of three and a maximum of five modules. A minimum of 24 indicative hours may be spent on any one module.

Module A is compulsory.

Teachers are expected to use diagnostic measures such as School Certificate results, interviews and other appropriate standardised language proficiency tests to identify student needs and to select modules appropriate for their students.

Completion of 60 hours of the Fundamentals of English course will be credentialled by the Board of Studies provided that students have:

- completed 24 hours of study in Module A
- completed at least 18 hours of study in each of two other course modules, and
- achieved some or all of the course outcomes as required by the Principal.

13.2 Rationale

The Fundamentals of English course addresses the literacy needs of students undertaking the course and assists students to use the English language effectively in their study and for vocational and other purposes.

The course is designed for students who need additional time and assistance to meet the outcomes of English in Stage 6. In particular, the course aims to assist those students who are unlikely to achieve the outcomes of Stage 6 without additional intensive assistance. It will support those students who need to develop knowledge, skills and understanding to assist them in the study and use of English in the English (Standard) course or the English (ESL) course. It will also equip them to participate in more satisfying learning and to achieve English language outcomes to support their study of other subjects at Stage 6.

The course enables students to spend more time on, and receive more intensive tuition in, English. It integrates the modes of language to improve students' understanding of the forms, features, structures and functions of language. Students will enhance their skills in responding to and composing a range of texts characteristic of those they will encounter in their English and other courses. The course will assist them in the development and understanding of various strategies and styles of learning.

13.3 Fundamentals of English Objectives

Objectives are general statements, organising the more specific learning goals contained in the Fundamentals of English outcomes.

Students will develop **knowledge and understanding** of:

- the ways in which contexts shape meaning
- the ways that texts are structured in different contexts
- language conventions appropriate to different contexts.

Students will enhance **skills** in:

- learning, using and composing clearly and effectively in a wide range of contexts
- collecting, analysing, organising and presenting information from a range of sources
- working collaboratively and independently
- learning how to learn.

Students will come to **value and appreciate**:

- the role of language in developing confidence, positive interaction and cooperation
- the diversity of texts
- the study and use of English as a key to ongoing learning
- reflection as a way to review, reconsider and refine meaning.

13.4 Fundamentals of English Outcomes

These outcomes are derived from the objectives and content of Fundamentals of English. They specify the intended result of student learning. Students will work to achieve the outcomes by responding to and composing increasingly complex texts in a variety of modes and media.

1.	A student recognises some of the relationships between context and meaning.
2.	A student recognises the ways in which changes in context require changes in form.
3.	A student understands how the responder interacts with text and context to shape meaning.
4.	A student develops language relevant to the field of English.
5.	A student communicates ideas effectively using appropriate language forms, features and structures.
6.	A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.
7.	A student interprets texts using key language patterns and structural features.
8.	A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.
9.	A student uses effective work practices.
10.	A student understands and uses various and appropriate strategies and styles of learning.
11.	A student reflects on and assesses own processes of responding and composing.

13.5 Fundamentals of English Course Requirements

This is a skills-based course designed for flexible delivery to meet students' needs. Students' needs should determine all aspects of the course, including areas such as modules studied, and texts and activities chosen.

Modules are delivered over 24 indicative hours, or more, according to need, subject to the provisions of Section 13.1 above in respect of credentialling 60 indicative hours of study. Modules allow flexible delivery and take into account the need for teachers to address the individual and particular needs of their students. This course aims to support students in their study of the English (Standard) courses or the English (ESL) courses, as well as help them with the English language demands of other subjects at Stage 6.

All modules involve study and use of the forms, features, structures and functions of language and the use of language in context.

Modules

Module A	Approaches to Area of Study in English — **compulsory**
Module B	Oral Communication Skills
Module C	Writing for Study
Module D	Investigative skills
Module E	Workplace Communication

Module A: Approaches to Area of Study in English
This module assists students to achieve the outcomes of the English (Standard) courses or the English (ESL) courses. Study in this module will assist students to understand the shaping of meaning in texts, the ways that events, experiences, ideas and processes are represented in texts and the interrelationships among texts. Students learn to synthesise meaning in and through a range of texts and develop their skills in responding to and composing texts. They also develop their language skills, knowledge and understanding to assist study at Stage 6.

In this module, students engage in a variety of activities designed to develop the skills, knowledge and understanding required as a basis for study in the English (Standard) and English (ESL) courses.

Module B: Oral Communication Skills
This module develops students' skills in oral communication in a range of formal and informal situations. Students develop their skills, knowledge and understanding of the oral mode of responding to and composing texts. They develop skills in speaking and listening effectively in formal and informal contexts, using both verbal and nonverbal cues. Students undertake a variety of activities designed to develop their oral and aural skills, knowledge and understanding.

Module C: Writing for Study
This module develops students' composing skills through the exploration of a range of texts in a variety of contexts. Students undertake a variety of activities designed to develop composing skills, knowledge and understanding.

Module D: Investigative Skills
This module develops students' investigative skills using print, electronic and oral texts. Students undertake a variety of activities designed to develop their investigative skills, knowledge and understanding, in these textual forms.

Module E: Workplace Communication
This module develops students' abilities to understand and use communication effectively in the workplace. Students undertake a variety of activities designed to develop their skills, knowledge and understanding of the requirements of effective communication in the workplace.

13.6 Fundamentals of English Objectives, Outcomes and Content

The table below sets out the content of the Fundamentals of English course and illustrates the relationship between the objectives, outcomes and content.

Fundamentals of English Objectives	Fundamentals of English Outcomes	Fundamentals of English Content
Students will develop knowledge and understanding of the ways in which contexts shape meaning.	1. A student recognises some of the relationships between context and meaning.	1. Students learn about relationships between context and meaning by: 1.1 identifying the main and supporting ideas of texts 1.2 summarising points of view in texts 1.3 identifying the situational and cultural contexts of texts 1.4 suggesting different contexts for those texts and identifying changes in meaning that may follow 1.5 changing the language of the text to reflect changes in context 1.6 recognising the ways language shapes our perceptions of ourselves and others.
Students will develop knowledge and understanding of the ways that texts are structured in different contexts.	2. A student recognises the ways in which changes in context require changes in form.	2. Students learn the ways in which changes in context require changes in form by: 2.1 presenting experiences, ideas and opinions in a range of modes and media 2.2 expressing ideas for a range of audiences and purposes 2.3 using a range of generic forms in a range of modes and media for different audiences and purposes 2.4 adapting semantic, grammatical and structural elements of texts to reflect a change in context.
Students will develop knowledge and understanding of language conventions appropriate to different contexts.	3. A student understands how the responder interacts with text and context to shape meaning.	3. Students learn about the relationships between responder, text and context by: 3.1 identifying and describing those elements of a text which indicate the nature of the composer, intended audience and context 3.2 recognising the effects of their own language experiences and culture on their response to and composition of texts 3.3 adapting text to take into account changes of purpose, context, mode or medium 3.4 examining the ways in which meaning is shaped.
	4. A student develops language relevant to the field of English.	4. Students learn the language relevant to the field of English including: 4.1 its terminology 4.2 language for identifying, questioning, challenging, making connections and drawing conclusions 4.3 language of personal, public and critical expression.

Fundamentals of English Objectives	Fundamentals of English Outcomes	Fundamentals of English Content
Students will enhance skills in learning, using and composing clearly and effectively in a wide range of contexts.	5. A student communicates ideas effectively using appropriate language forms, features and structures.	5. Students learn to use appropriate language forms and features, and the structures of texts to communicate information and ideas by: 5.1 identifying and using the semantic, grammatical and structural features of texts appropriate to different audiences and purposes 5.2 identifying and using language forms and features, and structures of particular texts in a range of modes and media 5.3 composing texts for a range of audiences and purposes in different modes and media 5.4 responding to and composing a variety of texts from different perspectives 5.5 organising materials and presenting texts.
	6. A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.	6. Students learn to respond to and compose texts for a range of purposes and audiences, in various forms, modes and media by: 6.1 developing appropriate strategies of responding to and composing a variety of texts 6.2 relating responses to aspects of human experience, especially their own 6.3 composing personal responses to individual texts and groups of texts 6.4 supporting their ideas with evidence 6.5 reflecting on the responses of others.
	7. A student interprets texts using key language patterns and structural features.	7. Students learn to recognise and use language patterns and structural features of texts by: 7.1 preparing vocabulary banks for specific purposes 7.2 recognising a range of types of texts and their characteristic semantic, grammatical and structural features 7.3 identifying key words and phrases of a text 7.4 identifying cohesive chains of words, connectives and direction markers in texts 7.5 recognising changes of meaning in everyday words in a range of learning areas 7.6 identifying common text patterns that structure thinking such as comparison/contrast, cause/effect, problem/solution.

Fundamentals of English Objectives	Fundamentals of English Outcomes	Fundamentals of English Content
Students will enhance skills in collecting, analysing, organising and presenting information from a range of sources.	8. A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.	8. Students learn to investigate and organise ideas by: 8.1 collecting, selecting and analysing information from a range of sources and in different media 8.2 assessing texts from various media and selecting the most useful and appropriate technologies 8.3 selecting and organising material to deliver coherent presentations.
Students will enhance skills in working collaboratively and independently.	9. A student uses effective work practices.	9. Students learn to use effective work practices by: 9.1 planning and discussing the ways that tasks might be completed 9.2 identifying areas which require support, determining the kind of support necessary and arranging to get that support 9.3 engaging in a variety of individual and collaborative tasks in a range of situations, while monitoring and reflecting on the work process.
	10. A student understands and uses various and appropriate strategies and styles of learning.	10. Students learn how to learn by: 10.1 articulating their approach to a variety of learning tasks 10.2 monitoring the effectiveness of particular approaches to a variety of learning tasks 10.3 choosing effective ways of approaching specific learning tasks.
Students will enhance skills in learning how to learn.	11. A student reflects on and assesses own processes of responding and composing.	11. Students will learn to reflect on and assess their own processes of response and composition by: 11.1 monitoring their compositions for appropriate use of register 11.2 monitoring their compositions for cohesiveness and precision, identifying features of language such as relationships of clauses, sequence of tense and punctuation 11.3 using strategies of responding and composing appropriate to a variety of tasks and situations 11.4 correcting and editing their own texts 11.5 assessing and engaging with the strengths and weaknesses of their composing in a range of modes and media.

14 Post-school Opportunities

The study of English Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of English Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between Higher School Certificate courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of English in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of English Stage 6. This information can be found on the TAFE NSW website (www.tafensw.edu.au/mchoice).

Students may be eligible for credit transfer to a number of National Communication Modules. The requirements for this recognition are contained in the *HSC/TAFE Credit Transfer Guide*. The support material contains details of ways to fulfil these requirements.

Recognition by Other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in English Stage 6 so that the degree of recognition available can be determined.

15 Assessment and Reporting

Advice on appropriate assessment practice in relation to the English Stage 6 courses is contained in the following documents:

- *Assessment and Reporting in English (Standard)*
- *Assessment and Reporting in English (Advanced)*
- *Assessment and Reporting in English Extension 1*
- *Assessment and Reporting in English Extension 2*
- *Assessment and Reporting in English (ESL).*

These documents provide general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The documents contain:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

These documents and other resources and advice related to assessment in Stage 6 English are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc

16 Glossary

This glossary includes words and expressions that are used with particular reference in the syllabus. Key terms are also discussed in Section 5.

aesthetic Having an appreciation of beauty.

affective Relating to a thoughtful consideration and evaluation of emotions and values associated with an idea or set of ideas.

appropriated text A text which has been taken from one context and translated into another. The process of translation allows new insights into the original text and emphasises contextual differences between the two.

assess To establish the value of a particular idea or text.

collaborative learning An interactive approach to teamwork that enables students to combine their individual skills and resources to generate creative solutions to mutually defined problems.

composing The activity that occurs when students produce written, spoken, or visual texts. Composing typically:

- involves the shaping and arrangement of textual elements to explore and express ideas and values
- involves the processes of imagining, drafting, appraising, reflecting and refining
- depends on knowledge and understanding and use of texts, their language forms, features and structures.

concept A concept is an abstract idea derived or inferred from specific instances or occurrences. In the context of an Area of Study, 'concept' typically operates in and through language and text which enables ideas and experiences to be organised and at the same time shapes meaning and inferences.

context The range of personal, social, historical, cultural and workplace conditions in which a text is responded to and composed.

conventions Accepted practices or features which help define textual forms and meaning.

creative thinking The ability to think laterally and imaginatively looking at all sides of an issue and devising interesting and imaginative solutions.

critical thinking The ability to think using hypothesis and deduction as a way to question, interpret and draw conclusions.

culture The social practices of a particular people or group, including shared beliefs, values, knowledge, customs and lifestyle.

elective	A unit of work, a text or group of texts, designed to deliver aspects of course content chosen by teachers and students from a list prescribed by the Board of Studies in accordance with syllabus requirements.
electronic media	Media technology, such as television, the internet, radio, teletext and email, that communicates with large numbers of people.
evaluate	To estimate the worth of a text in a range of contexts and to justify that estimation and its process.
explore	To examine closely and experiment with texts.
flexible thinking	The ability to change or adapt information and ideas to present a different perspective or create something new.
genre	A category of text that can be recognised by specific aspects of its subject matter, form and language.
imaginative thinking	The ability to think divergently, to generate original ideas by drawing on emotional and cognitive experiences.
interpretation	Explanation of meaning within the context of one's own understanding.
language forms and features	The symbolic patterns and conventions that shape meaning in texts. These vary according to the particular mode or medium of production of each text.
language modes	Listening, speaking, reading, writing, viewing and representing. These modes are often integrated and interdependent activities used in responding to and composing texts. It is important to realise that: any combination of the modes may be involved in responding to or composing print, sound, visual or multimedia texts; and the refinement of the skills of any one of the modes develops skills in the others. Students need to build on their skills in all language modes.
literacy	A synthesis of language, thinking and contextual practices through which meaning is shaped. 'Effective literacy is intrinsically purposeful, flexible and dynamic' (Dawkins, J*, Australia's Language: The Australian Literacy and Language Policy*, AGPS, 1991) and involves interactions in a range of modes and through a variety of media.

meaning	The dynamic relationship between text and responder involving information (explicit and implicit), the affective and the contextual.
meaning in and through texts	This expression implies that meaning variously • resides in texts • is a dynamic process through which responders engage with texts, and • involves the incorporation of understanding gained through texts into a wider context.
medium	The physical form in which the text exists or through which the text is conveyed.
module	A component of a course in the syllabus. The modules in the HSC courses contain prescribed electives and texts.
paradigm	Organising principles and underlying beliefs that form the basis of a set of shared concepts.
perspective	A way of regarding situations, facts and texts and evaluating their relative significance.
popular culture	Cultural experiences widely enjoyed by members of various groups within the community.
recreating texts	Transforming texts to explore how changes in particular elements of a text affect meaning.
reflection	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience.
register	The use of language in a text appropriate for its purpose, audience and context. A register suited to one kind of text may be inappropriate in another.
representation	The ways ideas are portrayed through texts.
representing	The language mode that involves composing images by means of visual or other texts. These images and their meaning are composed using codes and conventions. The term can include such activities as graphically presenting the structure of a novel, making a film, composing a web page, or enacting a dramatic text.

responding	The activity that occurs when students read, listen to or view texts. It encompasses the personal and intellectual connections a student makes with texts. It also recognises that students and the texts to which they respond exist in social and cultural contexts. 'Responding' typically involves: • reading, listening and viewing that depend on, but go beyond, the decoding of texts • identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.
structures of texts	The relationships of the different parts of a text to each other and to the text as a complex whole.
synthesis	The collecting and connecting of many specific elements or ideas from various sources to form something new.
systems of valuation	Principles and processes which combine to allow people to ascribe value to texts.
technology	The knowledge, tools and processes used to create the medium in which the text exists or through which the text is conveyed.
texts	Communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal or visual communication of meaning. They may be extended unified works or series of related pieces.
textual integrity	The unity of a text; its coherent use of form and language to produce an integrated whole in terms of meaning and value.
value (verb)	To estimate or assign worth to a text; to consider something to have worth.
value (noun)	A quality desirable as a means or an end in itself.